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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clay Joint Elementary School District</td>
<td>Judith Szpor</td>
<td><a href="mailto:jszpor@clayelementary.org">jszpor@clayelementary.org</a></td>
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<tr>
<td></td>
<td>Superintendent/Principal</td>
<td>559-897-4185</td>
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General Information

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

On Friday, March 13, 2020 Clay Joint Elementary School District received the shelter in place orders until further notice. That was the last day we met together for school on campus for the 2019-2020 school year. Monday, the 9th of the same week, we brainstormed the possibility of closure and so had a plan to quickly prepare and distribute packets along with instruction through Google Classroom and See-Saw. During that same week prior to the shelter in place order, the staff assessed the technology needs of our students via phone calls home to the families. By the end of Monday, March 16th, over 90% of the students had their materials and by Tuesday ALL staff was working from home except the custodian, administration, secretary, and CBO. By March 19th we had divided up the entire student body into groups for our support staff to begin calling. Each support staff called everyone on their list of 25 families, every week to check-in. If there were any areas of concern, they called the office immediately and from there the needs were addressed by school Psychologist and All4Yourth Services which were maintained during the entire closure on regular weekly calls, zooms, or visits as needed. The weekly reports from parents assured us that our students and families were doing well. The biggest concern was connectivity but by April 10th, 100% of our families had devices and internet connectivity. This became the foundation for our distance learning plan for the 2020-2021 school year.
Our curriculum in distance learning is exactly the same as what we would be providing if students were on campus. It's the method by which we offer instruction and feedback that has had to change due to the distance learning format. We even maintained music as much as kids would participate. We were able to maintain daily delivery of our CORE curriculum via ZOOM, google classroom, SeeSaw, and in some cases, based on specific requests of parents, continue packets. All teachers had multiple Zoom sessions a day with different subjects. Many maintained group sessions and moved to 1:1 sessions and small group sessions as needed or requested in addition to regular sessions. Special Education was provided through zoom sessions or face time conferences with students and the RSP/Speech teacher and scheduled IEPs were held on time. EL services continued daily. We are adding a couple platforms to better organize and present our lessons. We purchased Nearpod which integrates pre-made lessons using our ELA curriculum and houses all other subjects as well. We are also just adding a strong writing component to what we are teaching and expecting of our students.

During the school closure and distance learning, we administered three full surveys asked of every single Clay family. On all three occasions, parents expressed adjusting well to the distance learning, and an over 87% outstanding/great (3 were satisfactory) in April, that grew to 100% outstanding/great rating on the district’s response to the COVID crisis. The parents were very grateful for the amazing response and teaching they were receiving from the staff. As the weeks went on, the concern of their children needing to see their friends and the depression setting in as a result of the isolation grew immensely according to comments made by parents on the surveys. While social/emotional support was provided, the general sentiment was their kids really needed social interaction with their peers. They were worried about the damages of isolation and loss of face to face instruction. As needed in the spring, students were invited to come for 1:1 visits if parents felt comfortable with a walk around campus and classroom visits provided much healing and happiness. Although teachers were not here, just being on campus seemed to help.

Due to the 100% great/ outstanding rating on our spring distance learning plan from our Clay Community and the ability to get feedback from 100% of our staff, board, students, and parents, we are moving ahead into opening this fall per Governor Newsome’s mandate with only distance learning. The confidence is high from our stakeholders but from our recent July 2020 survey 87% desire a return to school "as normal." There is much frustration at the return to distance learning and the psychological effects that this is having on their kids, but the confidence in and from the LEA remains strong and optimistic in Clay’s ability to provide academic instruction at the highest level.

The district is prepared at any moment to return to a hybrid or full re-opening. We have plans in place and have a quick method of communication with the parents to move fast and transition just like we did that Monday, March 16th when we closed. We have PPE supplies as provided by the state and methods for cleaning. We have enough technology for 100% distance learning with internet service and back up hot spots as needed so that 100% have devices and access. We used the learning loss mitigation funds to buy up to date Chromebooks and Prometheus screens from which to teach if distance learning or to live stream if we bring all kids back, but need to break into smaller cohorts using different rooms.

We have several layers of plans ready depending on what the State or County health officials approve; these plans will be described in detail in the sections below. Our district received federal and state funding, including Learning Loss Mitigation funds, ESSER funds, funds under SB117, and Prop 98 funds totaling 108,875.00 to support the implementation of our district’s various plans to support our students during this pandemic. Some of the purchases we have made were in preparation of original plans, then subsequent, current, and future plans including:
Camp Clay - we are prepared to teach several grades outside and purchased a set of bandanas for each grade level that would be used for individual face masks but in a fun way with each class having their own color.

Complete distance learning - Tablets for Kindergarten and First:
- Headphones for all K/1:
- Tablet covers for all K/1:
- New Chromebooks for 3rd and 5th
- Internet and hotspots, updated wifi
- See Saw License
- Nearpod License
- Promethean boards

Hybrid - In an effort to keep our cohorts at 14 or less, but utilize our staff to the fullest and have all kids on campus, one of our plans was to divide each class into cohorts according to the definition set forth by CDPH guidance released August 25th. Half the class would be with the teacher in the classroom, the other cohort would be in an adjacent room with additional staff watching a live stream of the lesson being taught next door. In order to do this successfully, we need 4 additional promethean boards. After the boards were purchased they became incredibly helpful with our distance learning as another tool to make our lessons more clear and meaningful. They were also used to present this plan to stakeholder groups while using other devices for the Zooming audience present.

Facilities/Safety - Disinfectant Sprayer/fogger and disinfectant
- Fiber cloths
- Washing matching for the fiber cloths
- Turning current drinking fountains replaced with filtered water stations to hand washing stations
- Acrylic Dividers
- New signage for the school on safe hygiene practices
- Carpet and cement markers for social distancing

Communication - in an effort to increase proper communication for our stakeholders we purchased a new website and a phone ap that integrates with the website, Aeries and teacher websites for quick access to distance learning classrooms. We also bought a subscription of Home and School connection newsletters to keep some good tips coming home in addition to regular COVID updates from Administration.

Due to our previous spring of distance learning, our responsive stakeholders in quickly communicating via email, surveys, remind aps, classroom emails, text groups and meetings by zoom and face to face distanced, we have come together as ONE SCHOOL, ONE COMMUNITY to provide the best opportunities in the safest environment for our Clay Cougars. Clay is fully prepared to move any direction needed and/or mandated.
Stakeholder Engagement

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

During the spring and summer when Clay was providing daily Distance Learning from March 17th to June, we gave three full surveys where every parent with their students was asked to fill out the survey and those that did not get to it were called giving us 100% participation. The surveys were gathered on April 27th, May 19th, and July 19 and completed within a week of the date started. These survey results confirmed that what we did in the spring was a great foundation on which to start in the fall. As the plan was being developed, the plan was shared with the parent and student in individual, 30-minute conferences two days prior to school starting as a 4th attempt for feedback and understanding. There was an overwhelming acceptance and gratefulness for the plan, with no complaints other than things out of our control such as wanting students back on campus. Clay started with a daily, distance learning plan last spring, thus providing the Clay community with background knowledge on which to provide feedback. In addition to parents and students being surveyed, teachers, other personnel, superintendent and board members were all included in the surveys and in the making of the plans. Clay does not have a bargaining unit.

These pre-school conferences were held with parents and students on August 10th and 11th. Feedback was received and adjustments to plans were made where possible and realistic. Again, there was an overwhelming acceptance and gratefulness for the plan, with no complaints other than wanting students back on campus. All surveys were conducted in all languages unique to Clay School and our Community.

Once distance learning got started another full survey was sent home on August 28th. We wanted to check to see how the internet connection was, if devices were working, and begin to survey the need of the parents for their children to receive small group/cohorts instruction. Once again, 100% of the parents were surveyed using email first, then phone calls in both English and Spanish to make sure we reached all. Staff met together to discuss the make up of the cohorts, possible schedules/configurations, safety protocols, routines, etc and were mapped out as a staff team. In addition, teachers asked for individual feedback from parents and students on the structure of their particular classrooms and instruction.

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

All of our communications are sent to all parents via email and posted to our website. We collect parent names on the surveys. Since we are so small with only 126 families, we personally call any families that do not answer the surveys to ensure 100% feedback. In all of our meeting postings, ZOOM or electronic options are provided. Again, Clay has only 22 members of the staff, and 1 regular sub, so quick emails, texts face to face meeting in small groups and personal conversations and phone calls were all instrumental in gathering feedback in all areas of our school decisions from logo design to how they want to return to school. All meetings are posted in our school office, campus exterior, and on our website.
Upon completion of the plan as stated in this LCP document, the entirety was shared with School Site Council on August 26th, with meeting agenda posted at school and on the website for 72 hours before meeting. There was an in-person option in a large Multipurpose Building with a zoom option as well. The Parent Advisory Committee was held on August 31st. The document was posted to the website as a draft with requested feedback on a google form. No comments were submitted on the google form. Finally, we had the public hearing at the Board Meeting on Sept. 1st with a live and remote option to attend. Agenda was posted at school and on the website for 72 hours prior. The board adoption was on September 15, 2020 during a special meeting also posted 72 hours on the website and school site and held in person or with a remote Zoom option. There were no inquiries about the meetings and no one attended the hearing.

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

All parents were surveyed representing all English Learners, Special Education, Homeless, Foster and general ed stakeholders. All parents responded. Spanish speaking parents were called with a spanish speaking employee. On April the 16th survey Parents were asked about communication from the teacher with 100% feedback that they are consistently hearing from teachers. We asked about work load, per grade, and 86% expressed it was just right. Feedback was given to those teachers that were either not enough or too much and adjustments were made. This feedback helped us modify our schedules to "must-dos" and "may-dos" which really helped both sets of expectations; those parents that wanted to do just what was required and those that wanted to keep their children busy longer. We asked what we could do better? Many gave positive praise to keep doing what we were doing. Some suggested help for parents on school work or technology. This helped us formulate our plans for this fall as we are meeting 1:1 with each family to ensure their access and understanding of the platforms, schedules, technology, etc. We asked about signs of stress or withdrawal with their students and had 9.3% express some concern. All of those students were then referred to our psych and All4Youth services as needed. We knew if they had adequate internet services with a 99.3% yes and 1 family that said no. That family was given internet services the next week finishing with 100% services. We asked if the families had enough devices to which we received 100% yes. Our over-all response to the COVID19 Crisis and distance learning was 85.8% Outstanding, 12.1% Good and 2.1% Satisfactory. In our May 19th survey we asked many of the same questions starting with our over-all response which was now 90.3% Outstanding and 9.7% Good. When asked what they would want in the fall for education we received a 76.2% want normal, 11.5% small group but face to face and 2.7% requested distance learning/independent study. We also asked if we were not allowed to return in the fall, will you be able to resume distance learning to which 90.3% responded yes. As the plan was being developed, the plan was shared with the parent and student in individual, 30 minute conferences two days prior to school starting as a 4th attempt for feedback and understanding. There was an overwhelming acceptance and gratefulness for the plan, with no complaints other than things out of our control such as wanting students back on campus. All of this information gave us tremendous confidence, guidance and direction as we put our new 2020-2021 Learning Continuity and Attendance Plan together.

The overwhelming trend of students was they just wanted to get back to school. Even the teachers said they just want the students back. For the Board, staff, students, parents and administration alike, the #1 desire was students back on campus even if just for a little part of the day. The teachers also needed some prep time build into the original plan of 5 days a week. That was great input and plans were adjusted. Parents even said they would take 3 days of face to face just to get SOME time.
With 100% of our stakeholders including Board Member, Staff, parents and students, feeling that Clay's response to the COVID19 crisis and distance learning was outstanding (90.3) or good (9.7), we felt that we could start with the successful plan we had, add the required standards as needed, and address some of the specific concerns or requests as possible from the feedback we received. In an effort to reduce stress we maintained the same platforms that were used last year. For instance, all Kindergarten used SeeSaw, so First grade is using See Saw. All other grade levels used google so we will continue to use google. We are starting with 100% devices and 100% internet availability based on the July 19th survey and just follow up phone calls.

Aspects of the Learning Continuity Plan that were influenced by stakeholders were:

* We were asked by a few to have more structure, so we have a school wide schedule where we come together for an all school virtual flag salute (another suggestion) so the whole school starts at the same time. We are taking schoolwide breaks and lunch times to provide family breaks at home.

* We were asked to continue with the "must-dos" and "may-dos" overwhelmingly

* Although communication was a strength, we added a new website, a new phone app and a new weekly Champion Chats Zoom with the principal on a weekly basis and other forms of increased information to increase communication.

* We were asked for some parent training which is why we held 30 minute parent conferences with parents and students to show them how the technology works, but also the specific expectations of each teacher, class and schedule/routines. Parents were grateful for this time. We are continuing to provide training as requested or needed.

* We were asked to make writing a focus and it is using Thinking Maps as a method of organization and we have already started implementation by making Friday mornings a school wide focus on writing. Our Music/Library Media Teacher who is not allowed to teach music right now is becoming a trainer of trainer in Thinking Maps to lead the staff in Professional Development in implementation of Thinking Maps Kindergarten - 8th Grade.

* Although the community thought we were very available, we opened up opportunities for more availability. Our library is available by family appointment only using a back parking lot. Since Fresno County Health Department has now opened up the ability to service our Special Ed students on campus, our Special Ed parents are thrilled that their children will be able to come on campus two days a week for no more than 120 minutes. As needed, we are providing daily office hours for parents or students to reach out to their teachers for additional assistance. We are looking forward now and trying to anticipate stagnation or boredom since we have been doing Distance Learning since March so are keeping the staff and students motivated by introducing new teaching apps/platforms as requested by staff.

* With feedback from staff and parents, it was decided rather than go 5 days a week of hybrid once allowed to be back on campus, we would go 4 days a week, with one day of everyone Distance Learning so we could schedule IEPs, SSTs, 504s, and time for Professional Development as the original plan did not call for that because last spring we were on Shelter in Place and could not meet. Those restrictions
were no longer in place in the fall giving the LEA more options and flexibility in the combination of synchronous and asynchronous hours of instruction as well as more flexible options for professional development.

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.]

We have several options to ensure the safest return to campus and will adjust as requirements change or ease up based on state and county orders and guidance.

First and foremost we want our students with the most demanding needs to receive services first. August 6th guidance released to us by Fresno County Superintendent of Schools at the direction of the California Department of Public Health guidance is that we can have small groups of 1-2 students with like needs, practicing social distancing and health practices, up to 120 minutes, 2 days a week for our Special Education Students. We are just constantly in a state of waiting for the most updated guidance. Once we receive the guidance we are prepared to move quickly to implementation on next plans.

As of August 25th, some new information and guidance have been shared from the California Department of Public Health that will provide LEAs like Clay the opportunity to provide small-group/cohort instruction for groups no larger than 14 who are “at risk of further learning loss.”

As with all guidance, there are limitations and special circumstances in running these cohorts. First and foremost, attendance in cohorts is not required and 100% distance learning is still being offered for all. Anyone that participates in the cohorts will still have distance learning assignments to complete daily to complete the required daily minutes per grade level. This will be our base model for when in person with all students is allowed and we will make modifications as needed and desired with a new round of surveys and feedback by all stakeholders.

Arrival

Students will arrive at the designated drop off no earlier than 10 minutes prior to their scheduled time

The parent will remain in the car and drop off the child at the designated location

They will wait in their car until personnel can check in with parents about the health of their children
All students will have their temperature checked by Clay personnel at drop off

All staff and students will need to have a face covering when they arrive at school and on at all times.

Students will report directly to their classrooms upon arrival

Sanitation

Clay has hired additional custodial staff to assist in the additional cleaning. We are also using support staff to help.

All classrooms will continue to be sanitized daily and will be cleaned before the cohort arrives and after the cohort leaves. We have purchased a fogger, and a whole new system for sanitizing using fiber cloths and individual buckets for specific classrooms.

Each cohort will be assigned a specific bathroom, specific bathroom break time so that bathrooms can be cleaned between cohorts. Of course, we recognize there will be times when individuals will need an individual bathroom time where handwashing/hand sanitizing will happen upon return to the classroom to ensure sanitation.

Kindergarten has its own bathroom for frequent use as needed

New outdoor handwashing stations have been purchased to increase the ease and opportunities for frequent handwashing

Hand sanitizer is throughout the school buildings and every classroom as well as at each drop off on their way to their classrooms.

Staff with students will be wearing face coverings

New signage for reminders of proper hygiene are placed around the school

Classrooms

Each child will have their own space/desk which is 6 feet from other classmates.

Max number of students is 14

When weather permits, individual cohorts will be allowed and encouraged to meet outside. Cohorts will not mix or mingle. Special outdoor seating has been purchased for each student by our Clay School Parent Club.

Classrooms will be sanitized before cohort arrives and after cohort leaves
The time in the classroom will be synchronous 2.5 hours of instruction. The student will need to complete at home hours or asynchronous instruction provided in their Google or Seesaw classroom at home to make up the required minutes; K; 30, 1st - 3rd: 1hr and 20 minutes, 4-8 1hr and 30 minutes.

Health

All on campus are required to wear a mask at all times

Students with any symptoms need to stay home and log into the live Zoom session as normal

If during the day, symptoms are observed, just like a normal school day, parents will be called to pick up the child

No testing will be done at school

In the event that Clay School gets notified of a possible required quarantine for a particular cohort, just that grade-level cohort will revert back to distance learning for the required time following guidelines and protocols provided by Fresno County Department of Health.

Lunch

Students will not each lunch on campus

Grab and Go lunches will be available by preorder to take home

Transportation

At this time no transportation will be provided. All families in the attendance area when surveyed chose to bring their children themselves.

Frequency

Small group/cohorts will only operate 4 days a week with Friday being Distance Learning only for all. Fridays will be reserved for SSTs, 504s, IEPs and professional development in addition to set aside time for teacher prep for the next week.

Under the August 25th guidance as described above with cohorts, we will be able to continue to seek stakeholder feedback to make additional adjustments to what works best when we are allowed to open and under what circumstances. Under the August 25th cohort guidance we have learned to work through the drop off and pick off by screening and temperature checks and know we can handle small numbers quickly and efficiently. We know how much time we need to clean between cohorts. We know that staff needs time (due to feedback) to prep when there are small groups and distance learning, so once we are allowed to open we will run a similar schedule with AM/PM cohorts and maximum 14 children and 2 adult. It's possible we might teach for the 4 hours simultaneously with Distance Learning but due to numbers offer an ABAB schedule where students come every other day with Friday distance learning for all. This way students get all
of their instruction face to face at least 2 days a week. Again, we will have to seek feedback AFTER running cohorts with 2.5 hours 4 days a week and see what schedule is most desireable for all stakeholders.

We are also prepared for an all outside option. We have individual seats with platforms for Chromebook use outside as purchased by our parent club. We have plenty of shade and the parent club is working with the school to set up individual outdoor classroom settings with a "Camp Clay" theme.

We have plans in place to address the learning loss. After receiving our entry-level assessment results, we know who the students are with the most significant learning loss. Sadly, our data shows that our learning loss is double what it usually is. Usually we have -30 average loss in ELA and Math using the iReady Diagnostic in August. Our 2020 fall data shows the average learning loss in both subjects is -60/-70. Whether distance learning through zoom or face to face when we return, we run a very successful and organized intervention program at Clay School that is based on iReady scores. The resources used are specific to the deficit and the age of the student. Our staff is trained to meet these needs and will offer in addition to the CORE instruction of 4 hours daily.

Our intervention coordinator has been running our DEN program,( Differentiating for Every Need) with great success for several years. She sets up the iReady accounts and testing windows for every teacher, analyzes the data, and places each student with needs with the appropriately trained instructional support. We have consistent progress monitoring using iReady in both ELA and Math that show us snap shots of progress for each student. In first and second we use DRA as well. These assessments along with STAR assessment in Renaissance, curriculum assessments and teacher made assessments combined, help us know when to exit students based on established exit criteria. We change intervention groups at a minimum 3 times a year. Sometimes sooner if the student makes drastic changes.

We are fully confident, that under any circumstance, we can continue with high levels of learning at Clay School.

In order to address protocols to ensure safety we are following the public health guidance;

- Daily health checks at home, but temperature screens when they arrive with a verbal from parents that their children are symptom free.
- 2 different drop-off locations
- All students will be asked to bring their own facemasks, but have extras available for those who do not
- No parents will be allowed on campus other than staff, until after the students have all gone home and only for approved conferences or meetings with staff
- Classrooms will be set up with 6 foot distancing and each class will have their own recess and bathroom breaks with restrooms being cleaned right after
- Bus transportation includes only about 12 families. They will sit in family pods on the bus. Temperatures will be taken before they get on the bus, once transportation services resume.
- Classrooms will be thoroughly cleaned between groups and again at the end of the day.
- All health practices will be taught and maintained during the school day, such as handwashing, limit touching faces, etc.
- New signage to promote hygiene protocols
### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

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<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<td>Communication is vital at any time in a school setting, but even more important and vital during a time of crisis. The website now houses a Distance Learning portal that is easy to locate for each teacher on campus. Increased communication helps us better understand and meet the needs of our students. This will help us ensure immediate communication.</td>
<td>$2250.00</td>
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<td>In an effort to provide a safer environment for in-person learning we purchased a fogger, new fiber cloths, a washing machine, and solutions to make our cleaning system more up to date and more effective. New signage was purchased to put around the school to remind students of good hygiene practices and acrylic shields were purchased and installed in our office. We also have plans to purchase an outdoor handwashing station to increase and encourage opportunities of frequent hand washing.</td>
<td>24,500.00</td>
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### 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.]

We are starting off pure distance learning per the mandate from Governor Newsome. We have a very specific district-wide plan. We will all start school together at 8:25 for an all-school virtual flag salute as we want to stay as close to our normal routine as possible so the return to campus will be less change. Students start checking in their class zoom session at 8:15 am prior to the flag salute. The bell rings at 8:25 where the teachers pick up their laptops and stand "with their class" spread out for our morning assembly and flag salute. During the flag salute all students are present in the Teachers'zoom session. After the flag salute, the teachers, with their "students via distance learning platform - ZOOM all return to their classrooms for a continued SEL check-in (started at 8:15 when kids start checking in. This check-in moves into their first CORE live instruction. That will conclude with some independent practice. We will all have a school-wide break from 10:10 - 10:30. We will resume at 10:30 for a second CORE live instruction. Most will last between 30-45 minutes depending on age. That second core block will be followed by independent work and live or video instruction in additional Science or Social Studies content. District-wide we
will take lunch at the same time from 12:15-1:00. All will resume with small group or individual ZOOMs from 1:00 - 2:00 and office hours for all from 2:00 - 3:00. Minutes per distance learning standards will be adhered to according to CA adopted Distance Learning Standards.

- 3 hours per day for kindergartners.
- 3 hours, 50 minutes for grades 1-3.
- 4 hours for grades 4-12.

Each grade level has a specific schedule where synchronous hours and asynchronous hours are listed to ensure the required minutes are met each day. Each teacher is also using the attendance and participation guide provided by the CDE to account for daily participation, attendance and engagement. These forms will be completely filled out for each student and signed by the teacher. They will be turned into the office and held for auditing purposes in a binder with documents organized by teacher.

In the event we are allowed to resume with a hybrid schedule we will maintain the same schedule to provide for those who still want distance learning and small group, live instruction will happen simultaneously with instruction to the small groups in attendance. Desks will be placed 6 feet apart with appropriate PPE, and a modified schedule from 8:30 - 12:30. Kindergarten - 3rd will be AM/PM, 4th-6th (8th if allowed) will be on an AB/AB schedule with each class divided into an A and B groups. If 7th and 8th are not allowed per the waiver rules at this time, they will continue with distance learning or in cohorts according to the August 25th guidance from the CDPH.

We are fortunate that all of our CORE and core support has a digital curriculum.

According to the guidance released by Fresno County Superintendent of Schools as supported by the California Department of Public Health on August 6th, our Special Education Students started coming on to campus for 2x a week not to exceed 120 minutes each time to meet with our special education teacher.

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of Clay School to continue to implement each student’s IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, Clay students will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students’ IEP. Our partnership with the Fresno County Superintendent of Schools’ staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.
Access to Devices and Connectivity

Our surveys, face to face conversations, and daily attendance help us to ensure with evidence that all students have a device and connectivity. We ended the year with 100% devices and internet so feel confident that we will have the same. Current feedback at the conclusion of the first week of school all students are finding daily internet access. Families in the district had weak signals but were given hot spots as a boost to their connectivity. Not only do we have 100% devices and connectivity, but our average daily attendance is currently at 99.6% attendance with several classes maintaining perfect attendance since school started.

When we run into technology issues, we know how to fix it with a local provider for the internet and enough devices for replacement. Due to similar platforms, all students will have access to curriculum. We have a system already in place and used last spring to contact families of students who miss 2 days of instruction and we reach out to inquire about potential obstacles. This year due to the strict attendance expectations, we will be contacting the students the morning they miss their first class and attempt to get them on for the 2nd session. We will be providing more general support in the afternoon for technology, and curricular trouble-shooting as needed by parents. They know to just call the district office to be redirected for help. To check-in with parents, we use our support staff to make phone calls to call all the families on a weekly basis to check-in. This helps us know how to respond to individual needs and requests. As last spring, we will provide monthly surveys to check in with our families to see how we can tweak and modify our practices to better meet the needs of the community.

Students served through Clay Special Education services will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

Pupil Participation and Progress

At the end of 2019-2020 we spent from March 17 - June 4 doing distance learning on a daily basis. We started with full day live instruction via ZOOM and realized quickly that was too draining for all. We landed on the same standards then, now required, with an average of 4 hours of instruction and 3 hours for Kindergarten. Every Kindergarten student had a one on one meeting with the teacher where they were assessed on Kindergarten entry level standards. They will be measured every trimester on growth. Every student 1st - 8th will be assessed with an iReady Diagnostic Assessment 3 times a year and Growth monitoring assessments approximately every 9 weeks. Each iReady assessment or growth monitoring assessment is done in ELA and Math. In addition, all 1st - 8th grade will be have a STAR assessment in reading and classroom assessments in their core curriculum. Attendance will be taken every morning after the morning flag salute and first live session. Teachers are using Seesaw in grade K-2 to individually assess students on a daily basis with submitted verbal responses to prompts or by uploading their work. In grades 3-8 we are primarily using Google where teachers are assessing daily participation with chats and individual
responses, google forms for exit tickets and live answers in the Zoom meetings. We are using the Daily Participation and Weely Engagement Template to track attendance and participation as provided by the CDE.

Students served through Clay School Special Education will participate in daily live instruction for a minimum of 90 minutes per day in which synchronous instruction is provided by the students’ assigned teacher along with classmates or age-appropriate peers. In addition to the synchronous instruction, students will be assigned the remaining required minutes of asynchronous instruction for their grade level that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.

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 will continue to be held on Mondays from 2:30 - 3:30 as regularly planned. We are all on campus so we will meet spread out 6 feet apart in our Multi Purpose Building. Initially PD will be provided around reopening protocols, standards, and procedures to ensure full inclusion, buy-in, and understanding of our 22 member staff in the plans we make. We work together as a team, with the input and desires of the parents, board, students, the PAC, SSC, and work with state mandates to create our plans and procedures.

Professional Development Planned:

- Daily tech support is provided by our Director of Technology on the hard ware and curriculum or software issues are taken care of by the Superintendent, The Director of Curriculum or other teachers.
- Weekly meetings include the sharing of best practices by our experts the teachers. They share new features they have learned in Zoom, Loom, SeeSaw, Google, etc. All the tech support they need is provided by each other and our Director of Technology.
- Social Emotional PD presented by All 4 Youth - whole staff
- Best practices around platforms and technology that best engages the students, participation ideas, organizing evidence of learning, etc.
- Promethean Boards and how to integrate with our Zoom sessions - all classroom teachers were provided with their own Promethean board.
- Thinking Maps to support our focus on writing. Library Media teacher getting trained as a trainer of trainer for Thinking Maps.
- Positive Behavior and Intervention Supports
- Hattie and Visible Learning - best practices in Distance Learning

Staff Roles and Responsibilities

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

We are a small staff of only 22. All positions will maintain their roles as assigned. The 5 support staff who usually do supervision and intervention are the staff whose jobs were totally changed last year. Last spring we divided the entire student body to each of the 5 and they made calls on a weekly basis really getting to know the families. Because of the relationship established, the families began to share more openly and we were able to assist as the needs became more evident. For this fall, these same 5 will have their phone numbers so we maintain that relationship. In addition they are coming on campus to help prepare packets as needed especially in the lower grades, uploading assessment data to help with intervention placement, and are providing intervention via Zoom in the afternoon once student needs
are known. There is only one staff member who needed to stay home with a fragile child. For that staff member they are monitoring our GoGuardian site to keep kids on track, building and maintaining our new website, technical assistance as families need it, etc. NO additional staff was hired. In fact, due to anticipated budget cuts we have absorbed 1 resigned positions with current staff and on a substitute basis will hire back our part time custodian at 3 hours when cohorts return or school opens.

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.]

Once again, due to the size of our school and our enrollment of 219, we have an advantage of really knowing our families and being able to have daily communication as needed. Distance learning requires a degree of motivation, self-discipline, and independence on behalf of the learner. The framework for distance learning requires students to be more self-directed, often unsupervised and expected to be more self-sufficient. At Clay, we know that this asks a lot of students but especially our unduplicated students that receive special services. Our approach to supporting these students during distance learning began with access for all. Students were allowed to take home Chromebook devices if they didn't have a device at home and internet was provided to ensure access for all. Next, Clay put in place a system for continuous communications with students, with a focus on the unduplicated and multiple check ins a week to ensure they knew about meals, see if the devices were working, internet connectivity, level of stress and well-being. Each family was assigned a support staff member who would make contact weekly in addition to daily teacher meetings with classroom teacher and special support services like Speech, RSP, Psych and All4Youth services. The main focus was to make connections and offer emotional support and encouragement to all children and families. We also wanted to create patterns of behavior and communication so that we would recognize a break in any pattern which would trigger potential concern.

Our Students with Disabilities all have individual sessions established with the RSP teacher either in-person when allowed or via ZOOM. We have a contract with Presence Learning experts in the field of teletherapy for Speech services so those services will be the same whether we are on campus or on distance learning. We are excited about that addition to our offerings.

Our EL teacher has established a schedule for our EL students and will be providing designated supports as well as additional help with their regular school work in the afternoons for regularly scheduled times. Of course this is addition to CORE instruction.

Our Psych will be leading the way with our SEL needs and services, but the ground level will be the teachers in their daily meetings and our support staff making their daily calls.

We have no foster care students.

We are in daily communication with our families experiencing homelessness. We have daily phonecalls with the family. We have made a home visit to one of the homes. We have asked the family to come once a week for 1:1 sessions with each teacher and the mom then has an opportunity to meet with the administration. During these visits we have an opportunity to discuss status, health needs, emotional needs, make sure they have food and adequate shelter. We also have a chance to maintain the academic needs of the students with the 1:1 intervention the teachers provide the students.

Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. Their special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure
access to specialized instruction by specialists as outlined on the students’ IEP. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>In an effort to provide for our students to ensure connectivity and therefore access to CORE curriculum and instruction, it was imperative that we had newer, working devices, internet, hot spots and platforms that were the easiest to use for our parents and students. By decreasing connectivity and platform issues, we feel we can reduce the stress of our students and families thereby increasing the consistency of their distance learning participation and learning with results of increased learning showing on the CAASP.</td>
<td>82,125</td>
<td>No</td>
</tr>
</tbody>
</table>

Below is a list of the items that have already been purchased.

**Complete distance learning -Tablets for Kindergarten and First:**
- Headphones for all K/1
- Tablet covers for all K/1
- Additional Headphones for all 2nd - 8th
- Internet and hotspots
- See Saw License
- Nearpod License
- A new set of Chromebooks for 3rd and 5th
- Promethean Boards
## 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.]

Our community gave us an overwhelming rating of outstanding 91% and 9% good with distance learning in the spring. We kept learning going on a daily basis, had over 94% daily attendance, and introduced new learning beginning on April 20th. Our end of the year assessments showed that many of our students continued to make good progress during the first round of distance learning based on teacher assessments in the classroom. To give us a more accurate picture of any possible learning loss and a starting place for this school year, we used a complete diagnostic iReady assessment in Math and ELA for all students 1st - 8th grade three times a year, and iReady progress monitoring between the diagnostics. Those progress monitoring assessments are 4 times a year. 1st - 8th will also be STAR tested in Accelerated Reader under Renaissance. Depending on the age of the student, these assessments are weekly or monthly to monitor progress. We use the data from all of these assessments to create intervention groups. When we can bring small groups in, our support staff will be working with those students in our already establish DEN program. Until then, we will do the same thing through ZOOMS to the extent we are able in the afternoons after their CORE instruction with their teachers. Our EL students will be receiving daily designated instruction with our EL teacher. Not only will we address any deficits as see on the diagnostics, but we will use our EL curriculum to teach and support the CORE while also spending some time assisting with unfinished work to provide that additional support. Our fall 2020 diagnostics in ELA and Math show that our average -30 loss in each subject per student, grew to -60/-70 average learning loss per subject.

## 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.]

Based on the feedback from our stakeholders, we feel confident that we need to keep doing what we did in the spring, with just a bit more rigor and higher expectations and offer as much small group as we can to begin bridging these learning gaps. So, the support staff will continue to check-in to see how things were going and assess any needs that may arise especially in the case of our low-income students and pupils with exceptional needs as well as our homeless families. We have already required those families to come in for weekly face to face meetings with their teachers. We provide interpreters when needed. This gives us a chance to talk face to face with both parents and students to physically hear and see how they are doing. The teachers meet with the students separate from the parents, and the parents get the training, assistance, support (sometimes emotional by way of just listening to their stress or sometimes tech support learning how the platforms work and providing outside resources). The ELD/Intervention teacher holds a weekly conference with all support staff to receive general information and review the contact logs. Communication with general education teachers takes place after the phone calls to help gauge the progress of students during their integrated ELA and CORE instruction. In addition to these weekly check-in's children will receive any designated services from teaching personnel through the ZOOM platform until face to face is permitted or in addition to. The ELD/Intervention teacher will work closely with county behavioral health specialists to address any student needs. All qualified students will be offered free meals daily at our school. Clay’s approach to making distance learning equitable for all was and is providing a team of support for the child and family. The teachers have set office hours to call back small groups of students via zoom for those students that indicated a
struggle during the live zoom sessions, or evidenced in work turned in. The groups are targeted and specific to best address the student needs in a unique setting.

**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.]

Due to our frequent communications with phone calls, surveys and high expectations for attendance, we have first hand knowledge with evidence of how our students and their families are doing. If there is consistency in attending zoom meetings and turning in classwork we know there is a healthy support system in place based on evidence of their behavior and feeling of worth. If we see a break in these patterns we intervene. It is all based on survey data, communication logs, attendance logs, participation logs, and grades from the teacher and a solid platform in iReady Math and ELA that provide consistent data or growth or digression. We have used their data for several years so will be able to compare grade level to see how far behind we are as a whole and we of course will be able to look at each individual student. Our kindergarten teacher met with each individual student for parent conferences and is continuing that practice to monitor their growth and needs.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
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<tbody>
<tr>
<td>In an effort to address learning loss and identify the gaps in learning we purchased iReady for every student at Clay. iReady is a data proven system of summative assessments that measure the growth of a child during the course of their K-8 academic career. Particularly for our unduplicated students, iReady provides data that shows their areas of need so our intervention team through DEN can differentiate for every need of our students. Again, this is particularly critical for those of greatest need as seen in our unduplicated students and students with special needs. The data helps us to target the instruction. This is a regular, annual budgeted expense from the general fund.</td>
<td>12,320.00</td>
<td>No</td>
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</tbody>
</table>

To better address the needs of our students with multiple measures and assessments, our Parent Club purchases our Renaissance license which covers our Accelerated Reader and STAR testing. AR and STAR measure reading fluency and comprehension. This data combined with our iReady data and teacher input gives us a more comprehensive measure of student progress or loss. Federal Dollars pay for our intervention and EL support as well as our Bilingual Instructional Aides or Support Staff.
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 Social-Emotional well-being of our entire Clay Community is first and foremost to any academic education. In addition to the steps, we took last spring which yielded 100% successful as surveyed by our stakeholders; making daily phone calls on multiple layers with the classroom teacher, support staff, and office family check-ins and follow-ups as needed connecting our Psych and All4Youth services, we will implement some new supports.

Our first step was to ask staff to return to normal hours at the school. Exceptions to health concerns are absolutely considered and granted upon request and agreement. Each staff member has their own isolated location on the campus keeping them easily isolated for the majority of the day. Multiple masks and shields have been provided to all staff. Just all being on campus provides a healthier perspective and staff is happy to be together, talking, collaborating, all while maintaining our distance and keeping safe. By having staff on campus, it is much easier to check in and see how the staff is doing. We can better see signs of struggle by having day to day communication. In addition, we are scheduled for trauma training by Fresno County All 4 Youth services that address the trauma of staff, students, and families. There will be 3 trainings. We also have our Psych coming on campus weekly who is tasked to check in on staff as well as students.

By having staff on campus they bring their computers "full of students" to our morning assembly as has been Clay tradition. The teachers sit out on the picnic tables in our assembly area meetings students via zoom starting at 8:15 and just having great conversations, giving kids a chance to chat with each other. The bell rings at 8:25 and the students hear that - another sense of normalcy. The teachers stand up and take their places for our morning greeting. The Superintendent welcomes all, we celebrate birthdays, make announcements, give some daily encouragement, and have a flag salute. The teachers continue conversations and check-ins with the students as they make their way back to their classrooms.

We have started bringing in families who are getting behind. We call and schedule an appointment. When they arrive each teacher is called up. They walk the student back to their classroom, with someone else in the classroom with them just for safety, and have a chance to catch the student up, show them how to upload assignments or address whatever the issue might be. While the kids are meeting with the teachers, admin and/or support staff, tech support, whatever the need is, meets with the parent. With our homeless as stated earlier, it is making sure all needs are being met and talking through next steps. For our families that are struggling to keep up with the demands of the assignments, we talk through strategies to help them, remind them that the students know how to do it. We give them tips and strategies on how to set up their house for learning and how to set boundaries and rewards with the kids.

We are starting Champion Chats on Tuesdays with the Superintendent pretty soon. The meetings will be held via zoom and advertised via school email for those who are interested. This is just an opportunity to provide feedback as needed accept feedback as offered, updates on new things happening, and just a chance to chat.
With the new California Department of Public Health guidance on August 25th, we are able to bring in small groups/cohorts of 14 or less. We feel that face to face will drastically help the social/emotional well being of the students and give us a first-hand account of how they are.

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.]

Our average daily attendance in the spring while running distance learning daily was 93%. With the help of the more strict requirements, we are actually encouraged as we know our population will respond well to the guidelines. By 9:00 am we call every family of any student that is absent that has not called in with an absence. If they need help with a login or zoom number we do that, or just check in to see what the problem might be. In 100% of the circumstances, we were able to resolve the problem with phone calls. All teachers are keeping track of subject participation in addition to just daily attendance and participation because we want to go beyond what is required and not just prepare our students for the next grade, but have them highly successful and over-prepared. Our tiered approach always starts with the teacher. If the teacher feels that something is amiss the concern is turned into the office and discussed with administration. Administration then determines the next steps which might be a personal phone call or a home visit. The follow up to that visit would determine next steps and a referral to our Psych, All4 Youth services or other outside agencies. The teacher communications move to the office concurrently with support staff communication and then as needed moves to the administration or support services like our School Psychologist or All 4 Youth Services as well.

Out of 22 staff, we have 3 fully bilingual staff that ensure 100% of our Clay Community receives clear and concise communication on a regular basis. Not only do these staff members do daily phone calls, but two also serve as instructional aides providing assistance to families in understanding the curriculum, technology, and the assignments of their children.

We have a system already in place and used last spring to contact families of students who miss 2 days of instruction and we reach out to inquire about potential obstacles. This year due to the strict attendance expectations, we will be contacting the students the morning they miss their first class and attempt to get them on for the 2nd session. We will be providing more general support in the afternoon for technology, and curricular trouble-shooting as needed by parents. They know to just call the district office to be redirected for help. To check-in with parents, we use our support staff to make phone calls to call all the families on a weekly basis to check-in. This helps us know how to respond to individual needs and requests. As last spring, we will provide monthly surveys to check in with our families to see how we can tweak and modify our practices to better meet the needs of the community.
We are sending home some published Home and School Connection newsletters with support and tips for families on how to best deal with current issues.

School Nutrition

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

During our Distance Learning or hybrid models, Clay Joint Elementary is providing daily meals to all Clay Students. We have a Grab and Go lunch pick up from our cafeteria daily. Lunch is available daily to all K-8 students from 11:30 - 1:00 pm. Meals are provided to enrolled students only for $3.50 apiece and are provided for free to those who qualify. Parents must call before 9:00 am to place their request or request a standing daily order.

When we return to in-person instruction students will still order in the morning and grab and go for lunch. Students have always sat outside for lunch on a covered patio. We will just spread out the tables in our shaded areas and allow students to spread out on the ground as well. Lunches will be staggered by grade level and eating areas will remain as cohorts. In the event of heavy rain, students will eat in their classrooms.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
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<tbody>
<tr>
<td>[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]</td>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.11%</td>
<td>$56,012</td>
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</tbody>
</table>

**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.]

There were no actions in the Learning Continuity Plan marked as contributing to increased or improved services, however, Clay Elementary will continue to implement other increased or improved services that are reflected in the prompt below and in the most current LCAP.

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

The “contributing” actions/services are principally directed toward our English learners, low income, and foster students (also known as unduplicated students) and designed to help Clay Joint Elementary School District balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students. The percentage to increase or improve services has been calculated at 3.11% using the dollar amount of $56,012. By directing all the supplemental and concertation funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending $56,012 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans. In addition to the actions/services described in this plan as “contributing”, the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement: The expenditures are for an Intervention/ELD teacher, bilingual instructional assistants and professional learning/development for staff. The Clay team found this to be the most effective use of funds for the following...
reasons- The Clay team considered alternative models such as a targeted approach in a pull-out system but class sizes and the number of identified students would make this model an ineffective use of funds while interrupting student access to the delivery of the broad subjects. All of these actions/services are being implemented to better serve our highly at risk and mobile population of English Learners, Socioeconomically disadvantaged students, Homeless and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help CJESD be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Each action in the LCAP marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of CJESD. Since our unduplicated student population count is 17.91%, all of these actions and services are being performed on a school-wide or LEA wide basis in order to increase efficiency, delivery, and effectiveness of these actions and services.