



# Central Union School District

## Lemoore, CA

### **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
Central Union Elementary School	Cindee Rael Coordinator of Curriculum & Instruction	crael@central.k12.ca.us (559)924-3405 ext. 2647

## General Information

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

The COVID-19 pandemic has had and continues to have a significant impact on communities not only physically, emotionally, mentally, and financially. Central Union Elementary School District and our community have not been immune. Last spring, Instruction abruptly shifted from being in classrooms at our four schools to all online learning at home as the pandemic hit our state. Students and teachers met in Zoom rather than at the classroom door. During this time, our school community experienced greater social-emotional needs as daily routines, structures and human connections were disrupted. Lessons taught and opportunity for students to connect with their teacher and peers all had to take place virtually. Parents and caregivers played a bigger than ever role in their child’s learning.

Central Union School District seeks to provide a balanced learning program that promotes the best experience for students in the safest environment. The goal is to support all students to reach their fullest potential academically, behaviorally, and social-emotionally. The District and community agree, student learning at school is best, but must be safe. With guidance ever changing based on the COVID pandemic, the District spent hours this summer building a variety of plans in preparation for opening school in the fall. A continuum of settings was explored: In-Person instruction, a hybrid-model, and full remote learning.

Kings County continues be on the State Monitoring List. A county must be off the monitoring list for 14 days in order re-open in-person instruction. The information that follows details the Districts plan for Distance Learning which is how the year will begin. The In-Person Instructional model is also explained with this being our goal. The District is also, however, aware that In-Person Instruction may not be best for some students during the continued pandemic and will have a Distance Learning option available for them at that time.

Central will continue to focus on . . .

1. Safety and well-being of students and employees
2. Learning opportunities and instructional delivery systems to meet the needs of all students
3. Relationships and interactions to address the social emotional needs of our students.

# Stakeholder Engagement

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

During the consultation and stakeholder feedback process, the District regularly uses a combination of local surveys (staff, parents, community and students) and public meetings (Advisory committees, Bargaining Units, community) in the development of the District Plan. Due to the ever changing circumstances of the COVID-19 pandemic, parents, administrators, teachers, other school personnel, and local bargaining units were provided multiple opportunities to provide input and comment in the planning process for the 2020-21 year. To address the needs of stakeholders who do not have internet access, new opportunities for input, questions and comments were provided using a global calling program (SchoolMessenger) and a shared document for ongoing questions, comments and concerns throughout the pandemic, and virtual meeting opportunities for committees and Board Meetings.

Efforts to reach families and other stakeholders who speak a language other than English included Spanish survey, Spanish phone engagement, and translation at public meetings as needed.

## District Advisory Council (DAC)

October 17, 2019 - Topic: Family Engagement (Priority 3)

February 20, 2020 - Topics: District's Balanced Comprehensive Assessment System, Family Engagement (Priority 3)

August 13, 2020 LCP Review and opportunity for input

## Curriculology Council

September 17, 2019 - Topic: Writing

December 17, 2019 - Topics: Assessment Plan 2020-21, Writing, and Hand-scoring

February 18, 2020 - Topics: Assessment Plan 2020-21, Writing and Hand-scoring

## Indian Education Council

November 19, 2019 - Topic: Review of Assessment Data; Committee also provided input on communication(s)

## District English Learner Advisory Council (DELAC)

August 13, 2020 LCP Review and opportunity for input

All parents of English Learners were invited to participate. Translation was available. Meeting was held in Zoom. Notification posted as well as global call inviting all parents. Failed to meet quorum.

May 20, 2020 – admin meeting discussion on school reopening

June 5 -- meeting with admin regarding school reopening

June 11 – meeting with associations school reopening

June 12 - meeting with admin regarding school reopening

June 15 – 20, Teacher Staff/Admin survey – regarding opinions on return to work instructional models

June 25, 2020 – School Blended Learning Discussion (teachers) – zoom

CUSD Board Meeting

July 24, 2020 - Distance Learning Plan shared

August 10, 2020 - Learning Continuity and Attendance Plan 1st Reading and posted for public comment

Bargaining Units

August 4, 2020 Classified (CUECEA)

August 5, 2020 Certificated (CUETA)

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

All public meetings and public hearings held included option for remote participation via Zoom. Some meetings, depending on county guidelines, provided for in-person attendance with social distancing.

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

Through the course of multiple meetings . . .

Curricuology gave input on the Assessment Plan for 2020-21 as well as the need for Hand-scoring training.

DAC input included support for District Balanced Comprehensive Assessment Plan.

Indian Education Council (IEC) recommended greater clarity in communication regarding expectations and requirements.

Certificated staff indicated need for online curriculum and participated in its selection.

DELAC highlighted importance of connections especially for newcomers.

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

The Learning Continuity and Attendance Plan was influenced by specific stakeholder input. Both Balanced Comprehensive Assessment Plan 2020-21 and Interim Comprehensive Assessment (ICA) training are included in the 2020-21 Learning Continuity and Attendance Plan (LCP). The Assessment Plan is detailed in "In-Person Instruction" and "Pupil Learning Loss" sections. IEC's recommendation influenced the writing of the plan, in that within the limitations all the state requirements in the plan, the District attempted to make the plan clear and accessible to our community.

High priority is being placed on making connections with students to engage them and support learning. The first week of Distance Learning focused on connections for all students. Based on input from DELAC, connections are especially important for our Newcomers. When the District transitions to In-person instruction, Newcomers will be assigned a peer partner to assist them in navigating the school and making friends. While in Distance Learning, staff will be aware of the unique needs of Newcomers and check in regularly with them to support.

Patterns clearly emerged from employee, community, and parent stakeholders. Stakeholders placed safety of staff and students as a high concern. Therefore within the In-Person Offerings of the plan, clarity is provided regarding actions to be taken to provide a safe In-Person Instructional environment when possible. Due to a variety of reasons (both parents working, health concerns, . . .), there was a split in families wanting In-Person Instruction vs Distance Learning. Through this feedback, another clearly expressed need, from stakeholders, was flexibility when possible. Therefore, in the In-Person and Distance Learning sections, the District indicates it will provide In-Person Instruction when possible, but also maintain Distance Learning option for those who need it.

## 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.]

When health and safety allow a return to classroom-based instruction, the district will offer a completely in-person instructional model. Central Union Elementary School District (CUESD) is committed to the safety and preparedness of its students, staff, and visitors. Our Plan and timeline to reopen our campuses aligns with other districts in the region and most of the state of California and has been reviewed by the Kings County Department of Public Health to meet recommended safety measures and protocols to help slow and reduce the spread of COVID - 19 during the continued pandemic. Visitors will be limited and all visitors will be asked to follow face mask and social distancing guidance. The District focus will be on prevention and hygiene. Cleaning and disinfecting including restrooms, high touch surfaces (i.e., doorknobs, light switches, phones, faucets, . . .) will occur on a daily schedule during the day. All classrooms, offices, and other used facilities at the school site will be cleaned and disinfected daily per CDC guidelines. Classrooms will be “fogged” nightly for the next day. HVAC Air filters will be changed monthly. The school nurse will provide virtual training to staff and students. Healthy Hygiene Practices flyers will be posted and shared with student, staff, and parents. Parents are asked to complete a daily self-check with their children using Self Check Guidance prior to sending them school. Schools have been divided into zones with staff staying in an identified zone and student cohort access points determined. Teachers will also do a daily student check as students arrive at class as well as monitor for any changes that occur during the day. Staff will be asked to adhere to CDPH guidelines on face coverings. Students in grades 3rd – 8th are required to wear a face covering and students in grade K-2nd will be encouraged to wear face coverings per CA State schools reopening requirements. Each school office will have two designated areas, a Well Student Area and a “Sick Bay” for students exhibiting COVID-19 symptoms. Protocols have been established and will be distributed to staff regarding the providing of basic first aid in the classroom, steps when student healthcare needs cannot be addressed in class, and how determinations of whether a student goes to the Well Student Area Health Office or “Sick Bay.” Students exhibit COVID-19 symptoms will be isolated and parents contacted to come and pick them up. A Parent Reference Guide is also being shared with families so they have a clear understanding of what will happen if someone from the school community becomes sick with COVID-19.

CUSD contracts busing services for two of its sites with Lemoore Area Schools busing. Transportation will follow current guidelines for cleaning and transportation of students.

Students in the District's In-Person Instruction will attend school 5 days a week meeting the daily instructional minutes for their grade level (Kindergarten – 180 minutes/3 hours daily, Grades 1st to 3rd – 230 minutes/3 hours 50 minutes daily, and Grades 4th to 8th – 240 minutes/4 hours daily). The district will ensure student learning and competency with a solid curriculum and balanced assessment system. Classroom instruction is based on the CA State Standards, focusing on identified Essential Standards and Critical Learning Targets. State Adopted Textbooks (print and/or digital) and supplementary curriculum materials are used to support student learning. Acellus has been purchased for the 2020-21 school year. Acellus is an online curriculum platform which will be used in both In-Person and Distance Learning. It will support all students having access to a rigorous curriculum, continuity of instruction between the two learning environments, and be accessed during Tier 2 and Tier 3 Interventions. Acellus instruction is based on current standards. The District provides 1:1 access to iPads in TK-8 classrooms. The use of these devices is for delivery of instruction and student demonstration of understanding through created work and practice. Students and staff familiarity with digital tools are assets in delivering high-quality distance learning opportunities to all students as well as ensuring continuity of instruction during COVID-19 school closures. State adopted textbooks and as well as grade level specific applications are all easily accessible on the student iPad.

A balanced comprehensive assessment system is in place in Central including screenings, diagnostic assessments, formative, interim and summative assessments. Data from these assessments provide teachers and administrators with critical information regarding student learning. The school year begins with the creation of safe and welcoming environments. Then, teachers administer districtwide screeners (STAR Reading and Math) and a Social Emotional Screener to determine the academic and social-emotional needs of students when they return to school. The academic screeners identify students who have experienced significant learning loss and/or are at risk. Screeners are administered multiple times throughout the year for up-to-date needs data. Districtwide Common Formative Assessments on Critical Learning Targets from grade level identified Essential Standards are administered throughout the year and teachers utilize common formative assessment practices regularly in their classroom. Academic Screeners will be used to identify and monitor students who have experiences significant learning loss. Formative Assessments provide teachers with ongoing information about student mastery of Essential Standards. Consistent with the State's "Implementation Tool: guidance on Diagnostic and Formative Assessments," the District administers Measures of Academic Progress (MAP Growth) from State's Grade 2 approve diagnostics list to students in grades 1 and 2. Other diagnostic tools are available at all grade levels. Teachers in grades 3-8 utilize CAASPP Practice and Training Tests, as learning and for learning, during instruction. Teachers (3rd – 8th) also use CAASP Interim Assessment Blocks (IABs) to monitor student progress on mastery of key concepts. Districtwide, students 3rd – 8th will take the Interim Comprehensive Assessments (ICAs) in ELA and Math to monitor progress on student learning and competency. Summative Assessments, assessments of learning, are primarily State Assessments.

Central is committed to the whole child. As such, data from the District's Social Emotional Screener is used to determine Social Emotional Learning (SEL) lessons for each classroom needed based on the classroom needs. District Counselors and School Psychologists support teachers in meeting the social-emotional and behavioral needs with guidance on lesson selection and small group specific area supports.

Students will remain in classroom cohorts. Physical Education will be limited to class cohort. PE activities are limited to those that do not involve physical contact with students or equipment until advised otherwise by state/local public health. All strenuous activity must take place

with as little direct, physical contact as feasible. If PE must move indoors due to weather/air quality, activities will be with minimal physical exertion. Athletic competition activities will be suspended until California has entered Stage 4. All field trips will be conducted via virtual activities, not in physical attendance, by staff and students until CA has entered Stage 4. Classrooms will be arranged with students all facing the same direction and, as much as practicable, spaced to provide social distancing. To the degree practicable, students will be provided with individual learning materials (i.e., manipulatives) which are assigned to each student within the classroom. Hand sanitizer will be provided in each classroom.

Although, In-Person Instruction is the preferred model of instruction, the District understands that due to circumstances, some students may not be able to participate in that model during the 2020-21 year. Therefore, Central will provide the option for participation in a Distance Learning Program even when the In-Person Instruction Program is available.

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

Description	Total Funds	Contributing
Maintain Local assessment, data management system including Integrated Dashboard. (Illuminate & SchoolZilla) Districtwide and classroom Common Formative Assessments (CFAs) administered through Illuminate. State and Local Assessment data available in Illuminate. SchoolZilla provides Administrators and teachers with a integrated dashboard for monitoring student data across several metrics in "real time" including student groups. Action will also support Distance Learning.	\$40,000	No
NWEA Map Growth - State approve Gr. 2 diagnostic assessment. Administered 3x per year Grades 1 - 2. Action will also support Distance Learning.	\$6,750	No
Renaissance - Districtwide Academic Screener (ELA & Math) Administered 3x per year Grades 1 - 8. Action will also support Distance Learning.	\$34,400	No
Specialized PE Staff & Fitness Zones - Principally directed to meet the needs of Unduplicated Students. Action will also continuity of instruction in Distance Learning.	\$538,000	Yes

Description	Total Funds	Contributing
Standards Aligned Instructional Materials - State adopted texts include both print and Digital components which supports continuity of learning in In-Person Instruction and Distance Learning Models. Action will also continuity of instruction in Distance Learning.	\$300,000	No
Instructional Aides - Instructional Aides are principally directed for Unduplicated Students. They provide support during In-Person Instruction and Distance Learning. Aides provide just-in time supports during instruction as well as provide small group instruction in both learning environments. Action will also continuity of instruction in Distance Learning.	\$692,000	Yes
Recognition for Students who Reclassify	\$500	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.]

#### Instructional Program

All instructional staff will collaborate to provide engaging, relevant, curricular-based instruction, and assignments for each subject. Grade level essential standards, critical learning targets, and common district and state assessments will guide and monitor learning. Significant differences should not exist between teacher to teacher within a grade level or course. Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Zoom, Showbie, Google Classroom, and Acellus. Sites may supplement digital learning with hard copy packets and workbooks, as determined by the teacher.

#### Instructional Resources

Instructional resources used in Distance Learning mirror those used for In-Person Instruction. State adopted text books, Showbie, NearPod, Acellus, and Google Classroom are used for instruction in both settings.

### Tiered Support

General and Special Education teachers, and support personnel will collaborate to ensure access and accommodations for identified students.

Teachers will provide small group synchronous instruction for students requiring intervention.

School sites will have an organized system of following up on all students who are not engaged in learning.

Administrators, counselors, Sped personnel, and support personnel will be added to District Digital platforms as needed.

## 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.]

The District provides 1:1 access to iPads in TK-8 classrooms. In considering the needs of teachers, students and families, ALL students' assigned iPad and a charging brick are included in their "Go Bag" for Distance Learning. This ensures all students have consistent and easy access to grade level curriculum, apps, and Zoom for Distance Learning. Teachers are each provided a laptop, iPad, and Zoom account. Teacher devices are used for Distance Learning and In-Person Instruction providing continuity.

The District determines pupil needs for connectivity through a process. First through a mass calling system, all families are contacted to indicate if they have connectivity needs. Site staff make individual calls to any family who has not responded. Follow up calls are made to families indicating connectivity issues to determine specific needs and appropriate connectivity support (WIFI card, hotspot). In addition, all families that needed connectivity support last spring are being called to determine if they need support again for 2020-21. Whenever possible, this determination is made in advance and the access support provided in the "Go Bag." Otherwise, it is provided once appropriate support determined.

For 2020-21, the District will begin the year in Distance Learning for all students. Therefore, devices and connectivity support, if needed, will be distributed to all students in "Go Bags" through a safe and established distribution process at the beginning of the school year. Communication will be provided to families regarding distribution times. When health and safety allow a return to classroom-based instruction, students who will be participating in In-Person Instruction will bring their "Go Bag" when they return to the classroom. Due to COVID-19, a class, a grade level, a school or the District, could be required to returned to Distance Learning at any time. Therefore, to ensure access to devices and connectivity for all pupils whenever it occurs, students grade 4th – 8th will take home "Go Bags" daily and K-2nd will take them home each Friday. The established distribution process will be utilized to re-distribute "Go Bags" to K-2nd students as needed with distribution times communicated to families.

Technological support is available to both students, families, and staff to ensure access and connectivity. Technology support staff will be on campus to provide real time support to teachers. In addition, the Zen Desk is a technology ticket system accessible to every teacher and parent. Tech support staff monitor the ticketing system, contacting the parent or teacher to provide needed support. Students/families first contact the teacher for support when possible. If additional support is needed, the parent creates a ticket in Zen Desk.

All students are provided with a device, charging brick, and connectivity support (if needed). This ensures that any students or families with unique circumstances have access to devices and connectivity.

All students and families were previously able to access devices and connectivity. Central Union is a rural district including some areas which families live in outlying areas with limited connectivity. Previously for some of these families, Wi-Fi cards needed to be replaced with hot spots.

## **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.]

### **Schedule**

Teachers will provide a combination of synchronous and asynchronous instruction for students on a daily basis. Students will be expected to work on class assignments approximately 2-3 hours per day. Teachers will provide daily synchronous instruction for the whole class. Teachers will also provide daily small group synchronous instruction for identified students

Students are expected to:

- \*attend daily all class synchronous meetings as scheduled by teachers.
- \*be dressed and ready for learning when joining synchronous instruction.
- \*set cell phones and other distractions aside during synchronous instruction.
- \*use technology appropriately, and follow CUSD User Agreement.
- \*behave appropriately in synchronous lessons.
- \*complete all assignments by the due date.
- \*connect with teachers during office hours for additional help and questions.

### **Teacher Expectations**

Each student in a self-contained classroom will be afforded a minimum of 60 minutes of daily live Tier I Core-Essential Standards (ELA and Math) instruction/interaction with a certificated employee. In a departmentalized classroom setting students will be afforded a minimum of 30 minutes of daily live Tier I Core instruction/interaction per subject with a certificated employee.

Teachers will follow up on students who are not engaged.

Supplemental instruction such as PE, Music, and Art will be provided as outlined in the Site's Master Schedule.

Teachers will make a reasonable effort to respond to student and parent emails/questions within 24 hours (M-F).

Teachers will clearly identify an office hour (60 minutes per day) to meet in real time with students via Zoom/Google Meet/Phone/Email/etc. to provide on the spot additional help and answer questions.

Teachers will provide weekly feedback to individual students on work submitted.

A Universal screener will be given during the school year in reading and math (STAR)

Major learning will be assessed for reading/math as outline in the District Assessment Plan.

Students will be graded in all core subject areas and on behaviors that support learning.

Students will be graded on selected standards in Math, ELA, HSS, and Sciences for Grades K-3.

Students will be graded on selected standards in Math, ELA/Literacy & Writing, HSS, and Science for grades 4-8.

Students will receive a Report Card each trimester.

ELD Progress for English Learners is reported in Trimester Report Cards

#### Student Attendance

School will be in session every day Monday –Friday. Wednesday’s will be “early dismissal”.

Teachers will take attendance at daily meetings and track instructional hours. Attendance will be taken daily at 9:30 AM. Attendance will be entered into PowerSchool. Designated Staff will connect with parents regarding student absences

If a student cannot attend school, the parent/guardian will contact the school as they would with any absence.

Daily Instruction will be met by a combination of daily live instruction and “time value” of work assignments.

## 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 include training to support successful online instruction. This includes:

\*Acellus (online curriculum resource & intervention/acceleration) training

\*Training resources to support staff teaching using the digital components of State adopted textbooks

\*Professional development in Best Practices for Distance Learning including relationship building

\*Teacher Resources list with links and information on many resources to support instruction

\*Technology staff member onsite and ZenDesk Tech ticket system for additional support requests

\*PLC Teams will collaborate continuing to build team staff capacity and focus on student learning. Teams will collaborate on Distance Learning resources share success and brainstorm solutions to challenges.

\*ELA, Math, and ELD Consultants providing coaching support and training to support high rigorous instruction designed to accelerate learning.

## Staff Roles and Responsibilities

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

All staff will experience some modifications to their roles and responsibilities as a result of COVID-19. All staff will complete training (Antimicrobial Pesticide and HAS Basic Pest Management in the School and Childcare Settings) and assist with the maintaining of a safe school environment ensuring the health and safety of staff and students.

Some classified staff may have modifications made to their roles and responsibilities to support food distributions to classrooms (In-Person Instruction) and/or families (Distance Learning).

Some classified staff may have modifications made to their roles and responsibilities to provide additional supervision to allow for social distancing for In-Person Instruction.

Custodial staff will have increased cleaning and disinfecting during the day and deeper disinfecting to be completed in the evenings.

Classroom teachers will begin with all students in Distance Learning and likely transition to some student in Distance Learning and others in In-Person Instruction.

District Counselors and Psychologists are assisting teachers in meeting the Social Emotional Learning Needs of Students. Teachers do regular check-ins with students while we are in Distance Learning. Some offering virtual social lunch together. Counselors provide push in SEL lessons based on student needs. "Hang Out" sessions are offered for students or groups to join counselors and/or psychologists to "visit."

## 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.]

All students will have access to iPad and internet access. If they do not have internet access, it will be provided for them from the district.

Instructional Aides (See Actions Related to In-Person Instruction) also support students in Distance Learning. They are a support principally directed for Unduplicated Students (including English Learners and Foster Youth being addressed in this section.)

All English Learners receive Designated English Language Development (ELD) instruction in addition to Tier I instruction all students receive. Integrated ELD is provided within content areas to support English Learners access core curriculum and support their language needs. During Distance Learning additional supports will be provided to English Learners as needed to support academic learning and language development. Supports may include, but are not limited to: additional teacher contact time, support from instructional aide, sensory supports (i.e. - visuals, access to recorded materials so that they can listen again), graphic supports (i.e. - charts, timelines, ...) language production supports (i.e. - sentence frames), and Interactive supports (i.e. - opportunities for practice/rehearse with a partner).

Students with exceptional needs will have all access to the general education curriculum with all supports and interventions listed in their IEP through the virtual platform. Special education teachers will partner with general education teachers and related service providers to accommodate and provide learning supports. Teachers will collaborate with parents/guardians regularly to support distance learning.

Students in foster care or experiencing homelessness will be monitored by the school site to ensure that they are able to access learning and ensure that they have school supplies and food as necessary.

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

Description	Total Funds	Contributing
Materials and Supplies (masks, cleaning & disinfecting supplies, . . .) to support increased sanitization, contribute to safety of school environment for students and employees. Also includes additional materials and supplies as needed to support student and staff learning in the current learning environment due to COVID-19. (Acellus, "Go Bags" to be used to send home all student learning materials, and device, Charging bricks for home for all students, additional technology devices and/or upgrades as needed. . .) Action will also support In-Person Learning. (Learning Loss Mitigation Funds)	\$501,063	No
Other (outside) Services and Operating Expenses (Zoom - to provide Synchronous Learning, small group instruction, and daily check-ins, WiFi Cards, Verizon hotspots to provide students with connectivity, as needed, upgrade to NearPod accounts, Internet Broadband upgrade, . . .) Action will also support In-Person Learning. (Learning Loss Mitigation Funds)	\$445,136	No
Instructional Technology Replacement - Ensuring Up-to-date 1:1 devices for all students. Devices used for In-Person Instruction as well, but even more important for Distance Learning.	\$218, 750	No
Showbie app - Used as Districtwide portfolio. Also used to share assignments, tasks, and information with student. Action will also support continuity of instruction in In-Person Learning.	\$9200	No

Description	Total Funds	Contributing
NearPod App - Provides engaging media and formative assessments for interactive lessons - A powerful tool for Distance Learning, but used for In-Person Instruction as well. Action will support continuity of instruction.	\$5,000	No
ELA and Math Consultant (KCOE) to provide coaching to staff to support rigorous instruction in ELA and Math. Action will also support continuity of instruction with In-Person Learning. (Title II Funded)	\$85,000	No
ELD Consultant (KCOE) to provide coaching and training, as needed, to teachers serving ELs to meet language needs. Action will also support continuity of instruction with In-Person Learning. (Title III Funded)	\$8,000	No

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

A balanced, comprehensive assessment system is in place in Central, including screenings, diagnostic assessments, formative, interim, and summative assessments. Data from these assessments provide teachers and administrators with critical information regarding student learning. The school year begins with the creation of safe and welcoming environments. Then, teachers administer districtwide screeners (STAR Reading and Math) and a Social Emotional (SEL) Screener to determine the academic and social-emotional needs of students when they return to school. All English Learners are provided protected time for Designated ELD whether in Distance Learning or In-Person Instruction. Teachers utilize ELA/ELD adoption provided ELD progress monitoring assessments and the formative assessment process to identify specific language instruction needs of English Learners. Designated ELD instruction is focused on acceleration of language skills based on student needs.

The academic screeners identify students who have experienced significant learning loss and/or are at risk. Screeners are administered multiple times throughout the year for up-to-date needs data. Districtwide Common Formative Assessments on Critical Learning Targets from grade level identified Essential Standards are administered throughout the year, and teachers utilize common formative assessment

practices regularly in their classroom. Formative Assessments provide teachers with ongoing information about student mastery of Essential Standards. Consistent with the State’s “Implementation Tool: guidance on Diagnostic and Formative Assessments,” the District administers Measures of Academic Progress (MAP Growth) from State’s Grade 2 approve diagnostics list to students in grades 1 and 2. Other diagnostic tools are available at all grade levels. Teachers in grades 3-8 utilize CAASPP Practice and Training Tests, as learning and for learning, during instruction. Teachers (3rd – 8th) also use CAASP Interim Assessment Blocks (IABs) to monitor student progress on mastery of key concepts. Districtwide, students 3rd – 8th will take the Interim Comprehensive Assessments (ICAs) in ELA and Math to monitor progress on student learning and competency. Summative Assessments, assessments of learning, are primarily State Assessments.

## **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.]

The LEA will utilize the strategy of high quality Tier 1 Instruction focused on identified Essential Standards with scaffolds and differentiation as needed to support all students. In addition to ELA, Math, Science, and Social Studies instruction for all learners, English Learners are provided additional protected time for Designated ELD as a part of their Tier 1. This time is focused on accelerating their language needs.

Tier II and Tier III Interventions including Intervention time during the school day, Acceleration Summer School, Intensive ELD Summer Session, and EL Intervention time are actions specifically designed to meet the needs of English Learners, low-income; foster youth, pupils with exceptional needs, and pupils experiencing homelessness. Students that are struggling or demonstrate a loss of learning will have access to intervention programs to accelerate learning progress based on their individual needs, small group and one on one support with their teacher or service provider.

Counselors will be available to support their social and emotional needs as well.

All students will have access to iPad and internet access will be provided if needed. Students will also have access to free school breakfast and lunch.

Students and families experiencing homelessness will have assistance as needed to ensure the family has everything they need, food, school supplies, etc.

Foster students and those experiencing homelessness will be monitored to ensure these students are receiving their meals and any supplies they may need to support the continuity of learning.

Home checks conducted by the School Resource Officer (SRO) will be utilized as necessary to check on the status of the family and students. The goal of the SRO visit is to re-engage students who have not been joining in synchronous learning sessions leading to learning loss. He is utilized in this capacity when staff have been unable to contact the family.

### 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.]

Effectiveness of services and/or supports provided to address learning loss will be measured through the use of monitoring assessments (STAR Reading and STAR Math).

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

Description	Total Funds	Contributing
Acceleration Summer School - Principally directed for Unduplicated Students. summer session teaches Essential Standards to mastery and provides instruction on critical prerequisite skills that are missing, the delivery is a project-based and enriching opportunity to support students who often have deficits in their experiential background.	\$132,000	Yes
Intensive ELD Summer Session - This 3 week session is for English Learners (ELs). It focuses on the needs of ELs who are Long Term English Learners (LTELs) or At-Risk of becoming an LTEL.	\$16,500	Yes
Targeted Intervention - Principally directed for Unduplicated Students.	\$40,000	Yes
Targeted English Language Proficiency. This intervention is for English Learners not demonstrating adequate progress in English Language Development. (Title III funded)	\$7,428	No

## 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.]

School Counselors and School Psychologists will be providing professional development in the area of social emotional needs of students during distance learning.

During the professional development there will be a focus on building relationships with students and families, as well as how to maintain expectations and behavior in a distance learning classroom.

Counselors will provide lessons and weekly “Hangout” sessions for students to drop in and discuss a variety of subjects throughout the year.

Counselors will also conduct classroom lessons to help support students and teachers.

Teachers will be trained on the use of the SEL curriculum used within the district and will conduct weekly lessons in the classroom to assist with students social and emotional health.

Universal Screeners will be conducted throughout the year to identify students’ emotional needs

Counselors and School Psychologists are available to assist students and families as needs arise.

Mental health and wellness resources are listed on the district website.

## **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.]

During the 2020-21 school year, Teachers will track daily participation of students and record the manner in which the interaction with each student has occurred. Daily participation is used to verify attendance and participation and to ensure daily engagement by all students in learning activities. The documentation of daily participation may be met through daily live interaction with a teacher or virtual assignments. Daily participation may also be documented through participation in Zoom, Google Classroom, assignment completion, assessments and engagement between teachers and administration with pupils or parents or guardians through live video conferencing, telephone, email.

Assessments such as diagnostic assessments of pupil learning needs such as NWEA and STAR will be utilized to assist with determining levels of learning needs for students. In addition teacher-created common formative assessments and assignments will also be used to assess pupil progress. Learning needs may also include developing intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, and the provision of in-classroom learning.

Student attendance will be recorded in the PowerSchool student information system (SIS) and tracked through the teacher's weekly participation record that tracks daily contact.

Pre-referral strategies before initiating Tiered supports include:

- \* Teacher contact with parents/guardians via phone or email when students have missed class sessions or assignments.
- \* Site office staff contact to inform the school of a student's absence following review of weekly participation records.

Should a student be absent for 60% of weekly live instruction, despite pre-referral strategies, the student will be referred to the reengagement process. During this process the school administrator will work to verify contact information, status of the student's access to technology and internet, and discussion of any barriers the student and family may be facing which interfere with distance learning participation.

Tier 1: Site Administration will contact the parents or guardian to discuss and, if possible, help resolve barriers to the student's engagement in daily live instruction. The family, site administration, and teacher will discuss contact information, access to technology and internet, and any other barriers the student and family may be facing which interfere with distance learning participation. As appropriate, the school will work to help resolve issues. The discussion will be followed with communication home outlining the discussion and any plans to assist with student reengagement with learning activities.

Tier 2: Following two or more attempts to assist via Tier 1 support, sites will advance to Tier 2 reengagement. In addition to the documentation of Tier 1 support, one or more of the following choices may be used to assist the student with reengaged with live instruction. If barriers exist, tier II may be revisited multiple times. The second tier of the plan ensures that students with attendance problems are identified as early as possible to provide applicable support and interventions at the school. Strategies may include, but are not limited to:

- \* Reminder phone calls by staff to the student to have the student login to participate with daily instruction
- \* Connecting the student with a study peer
- \* Connecting the student to community services
- \* Enrolling the student in an SEL group
- \* Home visitation with site administration and School Resource Officer

The discussion will be followed by a communication home outlining the discussion and any plans and/or strategies assigned to assist with student reengagement to live instruction.

Tier 3: Tier 3 re-engagement serves students who have exhausted the resources outlined through pre-referral, and engagement of strategies in Tier 1 and Tier 2. Tier 3 support includes a referral to the school attendance review board (SARB). The SARB is composed of a diverse group of experts who will link the family to any needed school district or community services. The SARB will also identify and

respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates. The SARB truancy letter process will only be completed for those students and families who express little to no barriers to participation AND whose students have completed less than 60% of all weekly distance learning assignments.

At each Tier of the family engagement and outreach process, staff (teachers, administrators or translators) are available to provide translated communication and support to families.

## School Nutrition

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

During the spring closure, the District provided Grab and Go breakfasts and lunches at specified locations. Appropriate provisions were put in place for both staff and community members to maintain appropriate physical distancing as well as the use of Personal Protective Equipment (i.e., masks, gloves) for staff preparing and distributing student meals. Meal service was provided with provisions for two to three days. Moving into the 20-21 school year, the District will adjust accordingly to ensure that meal service is provided to our students based upon current State and Local County Public Health directions with respect to gathering and social settings.

As the school year begins in a Distance Learning setting, Grab and Go breakfasts and lunches will again be provided based on a schedule at specified locations. Clear communication regarding accessing meals will be provided to families. The LEA will provide free meals to all students through the USDA's extended Summer Meal Program while in effect. When this program ends, Free and Reduced meals will be provided to students qualifying for FRMP.

Once health and safety allow for In-Person Instruction to resume, differentiated plans are in place to provide meals safely to pupils in the school setting. Plans range from delivery of meals to classrooms to resuming the use of cafeteria space. The plan implemented will be based on current State and Local County Public Health directions at the time of implementation.

## 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	Resource Officer - Provides classroom lessons, supports attendance, completes home wellness check-ins, and so much more. Officer will continue supports in In-Person Instruction, Distance Learning, Mental Health and Social and Emotional Well-Being, and more.	\$60,500	No
Mental Health and Social and Emotional Well-Being	Counselors (2) - Principally Directed for Unduplicated Students. Provide staff training on SEL, support classroom teachers with SEL lessons, provide small group sessions.	\$218,500	Yes
Pupil Engagement and Outreach	Building Parent Capacity/Family Engagement - CA Standards (ELA, Math, and ELD) are provided to parents in English or Spanish as needed. Sites provide specific activities or resources specifically needed by their school community.	\$6,375	No
Mental Health and Social and Emotional Well-Being	MTSS - Continue enhancing Multi-Tiered System of support in the area of Social, Emotional, and Behavioral supports.	\$10,000	Yes
N/A	Title I Administrative. Funds used to pay for administrative oversight of the Title I Program including portion of administrator salary and program requirements, monitoring, and needs informational resources and training.	\$32,053	No
N/A	Title I Homeless Service. Funds used to meet the needs of Homeless students to allow them to take advantage of educational opportunities. (Based on identified individual needs)	\$1500	No

Section	Description	Total Funds	Contributing

## 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
10.59%	\$1,582,415

### 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.]

During this COVID-19 pandemic, the Districts continues to strive to meet the needs of students. Ensuring students are prepared for a successful future continues to be at the heart of the District's work. Ensuring students master rigorous Essential Standards by providing instruction that fully implements Standards and integration of technology throughout instruction is one of the District's goals for unduplicated pupils. Our Unduplicated students and their academic needs are crucial to the closing of learning gaps. Unduplicated students are the most likely to need additional time and support in order to achieve at the rigor levels called for in the standards. Therefore, the following Actions principally directed for Unduplicated students (English Learners, Foster Youth, and Low Income) have been developed to create additional learning opportunities, enrichment, and support. The section "Actions to Address Pupil Learning Loss" includes Acceleration Summer School (LEA-Wide). In our experience, our Unduplicated Students are the most likely to be free or reduced meals; The summer session provides breakfast and lunch for students daily. Struggling students, especially Unduplicated struggling students, typically have the greatest "summer slip." Our Unduplicated students have often not had the opportunities that afford a rich experiential background. Although the summer session teaches Essential Standards to mastery and provides instruction on critical prerequisite skills that are missing, the delivery is a project-based and enriching opportunity to support students who often have deficits in their experiential background. In the same section, another action provides Targeted Intervention (LEA-Wide) to students during the school year. These interventions are focused on address learning gaps, most often seen in our Unduplicated students. Therefore, this action is in direct response to their needs. To further support Unduplicated students, the district is providing Instructional Aides (LEA-Wide) as listed in the section "Actions related to In-Person

Instruction". Although, Instructional Aides are listed as an In-Person Instruction Action, they are also receiving training specifically to support students in Distance Learning as well. Instructional Aides receive training in Direct Instruction Reading Mastery, a program with over 5 decades of research. CUSD had been using this program for Foundational Skills for over 30 years successfully. Instructional Aides are trained to work with small groups delivering this scripted program. The Instructional Aides also will support in the classroom (In-Person Instruction) and through Zoom Breakout Rooms (Distance Learning) reducing the student to adult ratio allowing for more adult interactions and timely supports, both especially important for Unduplicated Students. State Priority 2 (Implementation of State Standards) and State Priority 4 (Student Achievement) are strongly supported for Unduplicated Students through the Actions of Acceleration Summer School, Targeted Intervention, and Instructional Aides. These actions have demonstrated effectiveness in closing achievement gaps in previous CA Dashboard data. Students will be monitored through the use of screening and monitoring data as a part of the District's comprehensive assessment plan.

The District recognizes that especially during these times, our English Learners face greater challenges. In addition to core Designated ELD instruction and Integrated ELD, some English Learners will need additional support to accelerate their learning and achieve English Language proficiency. To that end, the District plan includes Intensive ELD Summer Session (See Actions to address Learning Loss) which focuses on language development and academic language in an engaging learning setting. Reclassification criteria is a high bar for English Learners. When they have met that bar, it is crucial for the student, family and school community to recognize that accomplishment. The Reclassification Celebration action is just that – a recognition of the success from the collaborative efforts of the student, family, and staff in meeting the goal of reclassification. (See In-Person Actions)

Meeting the needs of the whole child has never been more critical than as we continue to struggle with the Covid19 pandemic. The National Center for Chronic Disease Prevention and Health Promotion (CDC) clearly communicates the evidence link between physical activity and academic achievement. The research indicates that “Students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior). “Our unduplicated students (English Learners, Foster Youth, and Low Income) often have the least opportunity to participate in physical activities such as team sports outside of the school setting (In-Person Instruction) and often have parents who are "essential workers" less likely to provide a physically active routine for their child during Distance Learning. To support regular physical activity and the promotion of healthy lifestyles, which ultimately support academic achievement, the District is utilizing Supplemental and Concentration funds to provide an enriching physical education program including specialized PE staff (In-Person and Distance Learning) and Fitness Zones (In-Person Instruction when Health Dept. guidelines allow). This action is provided LEA-Wide and in the "Actions Related to In-Person Instruction" section. During Distance Learning, specialized PE staff will engage students in movement activities and focus on current and relevant health such as hand washing, social distancing and more. This action is principally directed to support Unduplicated students in developing a healthy lifestyle, linked to State Priority 8 (Other Student Outcomes). The effectiveness of this action has been demonstrated through gains on Physical Fitness Testing (PFT) - no data available for spring 2020.

Maslow’s Hierarchy of Needs clearly communicates students’ need for safety, Love/Belonging and Esteem must be met before we can expect them to be able to effectively participate in such endeavors as problem solving and creativity which are at the heart of the State Standards and 21st Century Learning. Further, The California Healthy Students Research Project in “Healthy Steps Toward Student Achievement” cites extensive research on the significance of positive school environments, the critical role a student’s sense of connection plays, and the importance of caring interpersonal relationships. Based on research as well as input from staff, parents/community, and

students, the District is placing a high priority on their goal to address the social-emotional/behavioral needs of our students leading to attendance issues, suspensions, and bullying. Based on previous Dashboard data, Suspension Rate were a concern for Unduplicated Students. Therefore, Supplemental and Concentration Funds will be utilized for Actions principally directed for Unduplicated students (English Learners, Foster Youth, and Low Income) including Enhancing Multi-Tiered System of Behavioral Supports District Wide (LEA-Wide) and Counseling Services(LEA-Wide) which will serve as a component in the 3 tiered system being developed. Both Actions are located in the "Additional Actions to Implement the Learning Continuity and Attendance Plan." The California Department of Education (CDE) is committed to aligning a system of supports to better meet the needs of the whole child. California Scale-Up MTSS (SUMS) Initiative is a statewide initiative to support Districts in aligning their MTSS efforts with the eight state priorities. The initiative focused on scaling up MTSS is based on extensive research. The District is participating in the SUMS Initiative to that end. Participation in the Initiative results in a partnership with Kings County Offices of education and serve as a resource in the development of a systemic plan for a Multi-tiered System of Behavioral Supports. The research on the effectiveness of such a system is extensive and very positive. The effectiveness of our system will be evaluated on an ongoing basis throughout its development. Having a system of positive behavioral supports and intervention including exploring community resources is critical to meeting the needs of our Unduplicated Students (English Learners, Foster Youth, and Low Income) and increasing Student Engagement (State Priority 5) and ultimately State Priority 4 (Student Achievement). The effectiveness of a cohesive Multi-tiered System of Behavior Supports is well documented.

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

The total amount of Supplemental/Concentration Grant Funds calculated for 2020-21 are \$1,582,415. Actions identified as increased or improved services for unduplicated students result in increased or improved services meeting the 10.59%. All actions to increased or improved services are included in the plan.