

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

On March 13, 2020 it was determined and communicated to students, staff and community that Caruthers Unified would be moving forward with a full school closure due to the COVID-19 pandemic. The manner in which the District provided services for its students and the school community is summarized below. The lessons learned from the District’s efforts have had an impact that will last beyond the school closures, helping the District to strengthen relationships with its stakeholders and the community. Those relationships provide a foundation for community input and staff innovations that will inform the Learning Continuity and Attendance Plan.

The district came together and focused on an implementation plan of feeding students and providing distance learning. High quality learning continued through instructional packets that were put together based on common core state standards. Several days were designated for packet pick-up and drop-off; the percentage of students picking up and dropping off was about 99%. Technology was prioritized for high school seniors to ensure course completion and graduation. Food services started on Monday, March 16. Because the protocols used for informing families and distributing materials and meals were so successful, those were the bases for the 2020-21 school year distribution.

Professional development was provided weekly to staff. It became clear that staff members varied across a broad spectrum in their comfort and fluency with delivering instruction through distance learning. Consequently, supports were specific to staff members to support those varied needs, a method that proved effective for the staff, and that will be continued in this plan. The main source of instruction was through instructional packets; all resources and materials were available on the website along with packet distribution and drop off. The majority of teachers held virtual office hours, recorded instructional videos, created Google classroom assignments, held Zoom meetings, and took extra steps to connect with and assist their students. The additional methods included, but were not limited to: Google Hangouts, Khan Academy, Facebook Live, and many more. All students receiving intervention services were also continued virtually during this time. The number of different platforms being used prompted the District to look for an overarching platform that would be a common connection for all students, while allowing the use of applications that best met instructional needs. The District selected Canvas as that overarching platform.

Special Education case managers and related service providers documented data on student goals and objectives, contact dates/times with students/families, and service activities delivered. All services (special education, social-emotional counseling, and intervention and EL lessons) were continued virtually through weekly contacts. Special Education case managers, 504 coordinators and related service providers documented data on student goals and objectives, contact dates/times with students /families and service activities delivered. Following CDE guidelines the district instituted a modified grading process that held true that students were not penalized due to school closure. This modified system will continue in the 2020-21 school year.

Teams of administrators, teachers and staff worked diligently to support students and families through weekly communication that was documented in logs. The website for students and parents included resources for instruction, social-emotional support, and up-to-date information on the school closure. Social-emotional learning activities were provided to students and families to do at home, including, but not limited to, creating routines, managing stress and anxiety, as well as how to talk with children about COVID-19. This work has been done in collaboration with school resource specialist, administration and mental health staff. The process of documentation through logs prepared the teachers and support staff for the state's requirements and proposed template for attendance accounting for distance learning.

The district instructional plan included the following specific actions and resources for English Learners, foster youth and low-income students:

English Learners: Teachers included materials in their packets for English Learners. Links to specific, on-line resources designed to support EL students were also posted on the schools' websites. All bilingual staff (teachers, instructional aides and clerical) were partnered with an English-only speaking teacher to assist with home communication. EL students continued to receive instruction in both designated and integrated English language development through instructional packets and virtual instruction. EL students who were not on grade level for reading were provided books and live read-aloud calls to their teacher for continued reading support. Differentiated instructional materials were assembled and provided to English Learners based on their individual needs. Migrant families were contacted by the regional Migrant Office to provide support and resources.

Foster Youth: Foster youth students and their guardians were contacted individually every week to determine specific academic needs and social-emotional services. If they were being provided with counseling before school closure, then the services were continued through weekly phone sessions. Instructional materials were put together and provided to them and differentiated as needed.

Low-Income: School sites provided resources, including books and instructional materials. Individualized support was provided to families to assist them in completing applications as needed and requested. Low Income students who were not on grade level for reading were provided books and live read-aloud calls to their teacher for continued reading support.

These efforts supported continued connections between staff and the at-risk students whom they serve. However, the District recognized the need for additional online materials that better supported student engagement, accelerated learning, and English language development. Those supports are addressed in the "Distance Learning," "Pupil Learning Loss," and "Mental Health" sections of the plan.

Beginning on Monday, March 16, the District's Food Service Director set a plan in place to serve all students, with meals being picked up at the centrally located high school during given hours. By Wednesday, March 25, meals were also delivered through student bus routes. Three meals a day were served to an average of 1200 students until the last day of school, June 5. Additionally, meal service continued through spring break. Starting June 8, meals were available for pick-up at the high school. The process for the distribution of meals followed practices that maintained social distancing for families and district staff.

The Food Services department worked tirelessly to keep the students in the community fed. The staff were provided with safety training and required to wear masks and gloves. Work areas were maintained with social distancing guidelines, and staff completed a daily COVID screening survey prior to working. All areas were sanitized and cleaned frequently above and beyond guidelines expectations. There were two teams of staff established that rotated weeks to maintain their physical and mental health.

There were a number of challenges that were presented but were worked through. The first was a lack of refrigeration/frozen cooler space to keep the increased quantities of food, the district was able to purchase and or rent refrigeration units during the first week of school closure. Additionally, vendors were not able to keep up with the sheer volume of food that was required; therefore, a lack of variety of food was something that could not be avoided. A true success was the staff that continued to serve the students by working extended time and during breaks. Our community and students were very grateful. Meal distribution was, initially, a real test of our capacity, but we now have the equipment in place and the necessary routines established to prepare and deliver a maximum number of meals.

Staying connected to our students and community was one of the most important areas upon which the district focused. Teachers and bilingual staff connected with parents and students weekly and many, daily. Caruthers Unified utilized certificated, classified and administrative staff members to maintain relationships and further the learning of new content. These weekly and daily meetings provided staff the ability to find out their needs and provide accordingly. All students who had been meeting with counselors or who had social-emotional or psychological services were continued virtually. Staff used a variety of platforms to reach students on top of phone calls, text messages and various communication apps that were already in place. Frequent, honest communication has always been an essential part of our relationships with students, families, and stakeholders; the pandemic and school closures underscored its importance. As a result, every teacher will keep daily “office hours” as part of both distance learning and a hybrid in-person learning programs.

Stakeholder Engagement

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

The District engaged stakeholders throughout the 2020 summer months to discuss alternatives for reopening schools and delivering instruction. A “Frequently Asked Questions” page was posted on the District’s website. Once the decision was made by the Governor to begin the 2020-21 school year in Fresno County using a strictly distance learning model, efforts focused primarily on input regarding how that might be most effectively implemented to meet the needs of students, teachers, other staff, and stakeholder groups. Stakeholder groups were asked to provide input regarding the preferences and challenges for distance learning, and also for a “hybrid” in-person model once students are allowed to return to classrooms. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide:

- Clarifying questions and/or comments.
- Input/suggestions for assessing and addressing learning loss, supports for students who are struggling or have special needs, supports for social and emotional well-being, and access to technology. Ideas were solicited in case of each of the three different scenarios presented. There was a greater focus on input for the Distance Learning model.
- Concerns and suggestions for providing student meals in each model.

Translation was provided orally at DELAC meetings; school DELAC representatives took the information back to ELAC for discussion and input.

Even after school started and the determined model was implemented, the District sought input to inform the major portions of the plan enumerated above. The also reached out to families to encourage participation. Students and parents were asked to complete an online survey from September 7th through 11th regarding what the District was doing well to provide distance learning and support services to pupils and families, and what might be improved. Copies of the survey questions were available by request at the school sites. All materials, surveys, communications, and presentations were provided in English and Spanish.

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

District Administration/Principals Meeting – Ongoing through July, August and September

Classified Bargaining Unit including all Classified Staff Stakeholder Input Meeting -- August 28, 2020

Certificated Bargaining Unit including teachers Stakeholder Input Meeting -- August 28, 2020

Parent Stakeholder Input Meeting – Surveyed September 7-11, 2020

Student Input Meeting – Surveyed September 7-11, 2020

Parent Advisory Committee (PAC) Input Meeting -- September 2, 2020

The Public Comment period ran from August 28 – September 11, 2020. A draft of the Continuity Plan was made available to stakeholders by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.

There were no comments or questions submitted regarding the Learning Continuity and Attendance Plan by any members of the PAC or DELAC committees. There was no feedback from stakeholders or community members as a result of the public hearing and posting of the plan.

Public Hearing -- August 31, 2020. The draft LCP was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting.

Board Adoption – September 28, 2020. The LCP submitted for CUSD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting.

Submit to FCSS -- September 29, 2020

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

All meetings open to the public, including PAC, DELAC, SSC, and Governing Board meetings, were in-person and Zoomed. The District has made a significant effort to and believes we have identified all students needing internet access and provided those families with a hot spot. All students have been issued a device. Consequently, all families were able to participate remotely if they desired. Links to view the meeting online were published in the posted Board agenda, and/or provided on request.

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

The following responses were garnered from the surveys distributed to stakeholder groups at meetings and distributed to all parents and students in grades 5 through 12.

Parents:

1. Over 62% of parents who responded were satisfied or extremely satisfied in what measures the District has included in the plan to address technology for students. However, two-thirds identified hot spots and/or internet access as an improvement area for their child's needs, pointing out students might lag behind or become frustrated due to connectivity issues. Access to videos for CTE classes was mentioned. A few respondents expressed concerns about Canvas not being user friendly. Another suggestion was that parents have access to see their children's grades. Though it might not be popular with students, the idea of more printed homework and less screen time was raised as better all-around and an alternative for struggling students. Teacher outreach and availability to help students was another suggestion.

2. Food services were judged satisfactory or extremely satisfactory by 60% of parents. Many of the written improvement comments affirmed that parents appreciated receiving the meals. There were several suggestions that the overall quality of the meals might be improved by providing healthier or tastier meals, and that more hot meals might be offered. Another theme that emerged was some parents' concerns that the food delivery process needed improvement. Requests included that all bus routes deliver lunches; that is can be difficult for parents to pick-up food if they are working; that parents may need the pick-up spot to stay open little later so parents need to drive to pick up lunch and hurry back home so the kids can log back on; and that having to go daily is difficult for families that are working and needing the assistance of others.

3. Overall instruction and assessment were adjudged extremely satisfactory or satisfactory by 55% of respondents. These suggestions were often lengthier, and several themes emerged. The first was the desire from several parents for their children to return to in-person classrooms. Another powerful thread was the repeated request for more attention and outreach to students, with parents describing their child as struggling with online classes and assignments. Students with special needs, e.g., English Learners or academically challenged were specifically mentioned for more support. Many parents suggested that there be more printed work, in packets, to simulate traditional classrooms. There was some disagreement on the amount of work, with the suggestions of both more work and less work proffered. Several parents offered detailed paragraphs on the difficulties their children are experiencing, and generally suggested more individual time and to re-open school.

4. Forty-six percent of parents who responded were satisfied or extremely satisfied with the social and emotional supports provided by the district. As with other areas, several themes emerged from the responses. Reopening schools with face-to-face interactions was suggested in a number of ways. Several parents also suggested increased opportunities for fun and engaging online activities to increase interactions among students. For some parents, there was an underlying concern that the lack of interaction with peers was causing or exacerbating emotional problems. Another frequent request was for more counselling and teacher outreach to check on students' well-being. Some parents noted that they were unaware that the District was providing any services to support mental health and social-emotional well-being, and how those services might be accessed.

Students:

1. Over 73% of students who responded were satisfied or extremely satisfied in what measures the District has included in the plan to provide them with technology and access to the internet. While there were many positive comments, the students overwhelmingly suggested that the District take steps to improve connectivity and consistent internet access, including using a different provider to allowing students with the most serious connectivity issues to come to the school campus and use the internet there. As with the parents, some students asked the District re-open schools. Another suggestion from multiple students was to provide more apps and websites for students to access.

2. Food services were judged satisfactory or extremely satisfactory by 60% of students, the same percentage as the parents. Many of the students who submitted surveys remarked that they do not participate in the school meals program. A third of the respondents wrote comments that the food services are fine. The other suggestions were very similar to those from the parents -- that the overall quality of the meals might be improved by providing healthier or tastier meals, and that more hot meals might be offered. Food delivery was also mentioned by students, with the suggestion that all meals be delivered at lunch time so students who have to pick up their own meals did not have to break away from class. A few students also suggested that the meals be larger (more food!)

3. Overall instruction and assessment were adjudged extremely satisfactory or satisfactory by just over 65% of respondents. A few themes were noticeable, due to the large numbers of students submitting similar comments. One was that clear, simple instructions and guidelines for assignments and due dates would be helpful for students. Another was allowing students more time to complete assignments, both synchronous and asynchronous, and that students have quick access to help if they don't understand the instructions. Several students remarked that additional supports, including small group and one-on-one synchronous instruction that showed demonstrations of "how to do it" would be very helpful. As with their parents, some students asked that schools be re-opened for in-person instruction.

4. Fifty-five percent of students who responded were satisfied or extremely satisfied with the social and emotional supports provided by the district. A large percentage of respondents (30%) felt that there was no need for the District to address this issue. Among the remaining 70%, a few themes were clear. Several students suggested that personal attention was important, and that teachers and staff simply ask and regularly check on students to make sure they are doing well (although there were also some who asked that the teachers stop asking questions about their emotional needs). Another oft-repeated suggestion was that school counselors and therapists be readily available to Zoom or talk with students, including links, email addresses, and

phone numbers to contact them. Teaching students coping strategies to deal with the difficult situation was something counselors might be able to do. A third theme, mentioned in other areas, was to allow students to interact more with each other with dedicated breakout rooms. There was also a suggestion that less homework would cause less stress.

In meetings with the bargaining units for Certificated (CUTA and Classified (CSEA) staffs, the following feedback was provided:

CSEA -- The way that the district has set up Distance Learning and deciding on the CANVAS platform are appreciated by us and we have also heard that from the community. It is nice that our students going to college will have one less barrier to their success at college by knowing CANVAS. Also having one platform for the district is helpful so families only have to learn one system, and siblings or relatives can help, too. Everyone, regardless of their job, is providing technology support. The “other duties as assigned” in every position has been utilized. We have found that many of the assignments have shifted to helping out other positions. For example, maintenance is also working in janitorial roles to keep everything cleaned. Instructional aides have always provided direct service to students, but now they are providing technology support to both students and parents, delivery meals on busses, etc. What has typically been a job now has added or additional steps for a librarian they are making appointments and getting a digital library up. All staff are providing increased family communication.

CUTA – Improve communication regarding food program, some students did not realize that the bus is delivering meals. Teachers jobs have changed due to distance learning. The learning curve for technology is great and some more than others. They have to find the right tools, videos etc. to make the teaching as dynamic as it can be. Increased communication with students and families is not just between the hours of 8-3:30; teachers are providing Greater communication with families to support them to support their students. Everyone has to be a technology trouble shooter.

Another thing to note is that students are better with technology, but not necessarily education technology, so that has to be taught at great lengths. For example, they do not know who to submit work or get into Google drive to share and or submit work

During its meeting of September 1, 2020, the CUSD DELAC expressed the following:

- Parents are very grateful and happy with the technology given out to their students. Even though there are technology problems they are pleased with how the district has helped them to troubleshoot, change and exchange hot spots and teaching the students’ technology.
- Mr. Zaragoza stated that “this year our students may fall behind in some of their studies, but they will learn a great deal about technology and this will only help them in the future and we are very happy about this.”
- Parents are very happy with the increased Spanish speaking communication that is happening with the schools. It might be actual calls, through parent apps and or emails.
- Parents also discussed that they need to stay in communication with their children’s teacher it is their responsibilities as parents, not just the teacher.
- Regarding food and nutrition, they shared that parents are back at work in the fields and so with their kids sometimes by themselves they do not want them leaving the house. Maybe if a pick-up once a week with an evening time would make it possible for parents to get their children’s food then and have it ready for the week. It was also suggested to for later times for delivery from the bus because it comes early, and the kids are still online with their teacher.
- Parents reiterated that they are very appreciative and grateful for the food, technology and what the district has done for them and how they are handling schools being shut down and continuing to help their kids learn.
- There were no questions presented for the Superintendent to respond to.

During its meeting of September 2, 2020, the CUSD PAC expressed the following:

- Parents are thankful for the technology and devices that students were given. They also appreciated that teachers are reaching by phone for technology issues and that they are not considered absent if they are in communication and learning from the teacher even if they cannot login to zoom meetings. Students are turning in their work too.
- Another parent shared that they like CANVAS and the ease of communication in Spanish for Spanish speaking parents.
- Asked if teachers could send out a more detailed schedule to help ensure students are online when they need to be.
- There were no questions presented for the Superintendent to respond to.

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

The District values the stakeholder feedback and appreciates that it generally affirms the draft that was developed with prior stakeholder input.

- Based on feedback from parents and students, the District is looking into several options for improving connectivity through additional hotspot providers, purchasing signal extenders, or collaborating with an internet provider to construct a new tower.
- In addition, on September 14, 2020, CUSD had an administrator ride a bus delivering meals in order to make suggestions for improving lunch delivery service. Outreach to parents will continue to ensure that they are aware of the delivery schedule and location.
- On September 14, 2020, Canvas was implemented as the single platform for students' and teachers' access to instruction so there are not multiple platforms to confuse users.
- Caruthers USD will begin a new round of phone calls and letters to inform the community of mental health services available through the District and through Fresno County agencies.
- The District will implement in-person instructional support for SDC students with exceptional needs. As additional students with acute needs are identified, the District will explore adding in-person supports for those students. All in-person interactions will follow state and county guidelines for safe interactions.

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.]

In-person instruction will begin once Governor's Office, the Fresno County Health Department, and County Superintendent of Schools have notified the District it is allowed to open for in-person instruction. The district would open partially as described below, enabling school officials to comply with all of the

guidelines and regulations required by the health department, which require districts to have a plan in place to mitigate the spread of COVID-19. The Caruthers Unified School District In-Person instructional plan is designed to follow:

The federal, state, and local guidelines for the safe reopening of schools

The survey data and other input from parents and staff

The health and safety of our students and staff is the top priority when making the decision to physically reopen Caruthers Unified School District school campuses. In order to guard against students' exposure to COVID-19 and experience greater learning loss, the District will follow School Safety Guidelines. These guidelines will be distributed to all students and parents, and will include:

- Children should be screened at home for COVID 19 symptoms prior to being sent to school
- All students will be screened for symptoms and receive a temperature check before entering school
- Children should not come to school, and should notify school officials if they or a family member become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
- Students should not stand in close proximity to anyone
- Students should come to school with a cloth face covering (mask). Face coverings should not be placed on children younger than two years-old
- Children who display a fever and/or any other symptoms of COVID -19 cannot remain on campus, and must be picked up

Similar safety guidelines will be in place for employees and school activities.

Each school site will create an individual reopening plan based on the needs of the grade levels, school enrollment, and resources available. Student breaks/lunch will also be reconfigured to adhere to social distancing guidelines with some grades eating lunch in their classroom. Classrooms and office spaces will be cleared of non-essential **furniture** to maintain social distancing.

This model includes having in-person instruction for two cohorts of students, district-wide. Roughly 50 percent of students would be in each cohort, attending classes on campus two days a week. This model would allow the control of COVID-19 infection between students and staff. Cohort A students would come to school for instruction on Tuesdays and Thursdays, while Cohort B students would come to school on Wednesdays and Fridays. Mondays will have reduced synchronous online instruction, so additional time can be designated to provide above and beyond support for our high-needs population, and students considered highly at risk and in need of additional academic and social-emotional support. All safety guidelines and procedures will be followed.

In order to support continuity of learning, and for transitions to be as seamless as possible, bell schedules for the above in-person model will be as close as possible to those described in the "Pupil Participation and Progress" section of this plan.

Instruction will combine best practices for in-person instruction in which CUSD teachers have been previously trained, combined with distance learning strategies in which they will be trained. The District will provide on-going support for instructional staff in how to integrate distance learning, flipped learning strategies, technology, and best first teaching to accelerate learning for unduplicated pupils and others at-risk of experiencing learning loss.

To support developing reading skills that may have been impacted by learning loss, the District has purchased additional guided reading materials. Teachers will be more readily able to use this excellent instructional strategy to improve students' skills.

In order to address SBAC math performance (81.3 points below standard), primarily for unduplicated pupils, Caruthers High School has hired an additional math teacher to reduce class sizes, providing increased support for students at-risk.

Formal progress monitoring will take place every quarter. Informal assessment will be ongoing daily, through teacher observation, grades, and checks for understanding. Both will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student’s ability to recognize when they are learning, when they are not, and how to go about improving.

Progress monitoring will be provided by the classroom teacher, RSP teacher, or other instructional staff as dictated by students’ needs. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to, reading inventories, math inventories, Illuminate, iReady, other local assessments, and IAB district benchmark assessments.

The hours will be increased for instructional aides in grades K-8 to provide support for at-risk students who have experienced learning loss, or who appear to be in danger of doing so. These paraprofessionals will work closely with the reading teacher to provide support to small groups or individuals to accelerate learning.

Grades will reflect students' performance and will be reported on a quarterly basis.

This phase would take effect when Fresno county has been off the watchlist for 14 consecutive days, and the county gives districts the freedom to open for partial or in-person instruction. At this point, the spread of COVID-19 would be less, allowing schools to mitigate/track the spread, reducing the risk of an outbreak and/or another school closure.

School sites would be limited to school personnel and students. Due to the nature of the COVID-19 (asymptomatic) and to keep with state and local guidelines (tracing, tracking), volunteers and parents would not be allowed on the grounds, except for emergencies. Each school site will have a plan describing drop-off and pickup procedures. Students and staff will be required to wear a mask at all times when they are in transit to another location and any situation when social distancing is not possible. Every person will be required to wear a mask when entering CUSD grounds. Health screening will be conducted daily for all staff and students in grades 4-12. Temperature checks will be conducted by a member of our team for students in preschool to 3rd grade.

Transportation may be an issue under this plan; due to anticipated social distancing safety requirements, it will be likely that the District will not be able to provide bus service to and from school, so parents will be asked to do so.

Some of our parents have indicated that even when campuses are allowed to reopen, they don’t feel safe sending their children to school. The district is exploring the necessary steps to allow full- time distance learning through our alternative education program. This will be an alternative choice. Once a parent makes that choice, students will be required to be in the program they selected for the entire semester, to not interfere with the health and safety of others.

The District will continue safety protocols that include cleaning and disinfecting of all hard surfaces with EPA registered Disinfectant for Human Corona Virus. If necessary, maintenance staff will receive additional training on the proper use of safety equipment, including stringent safety precautions. The immediate response protocol will remain in case of suspected virus contamination, which includes, but is not limited to, requiring any district personnel exposed to stay home with pay for 14 days. The district will continue to adjust school operations, as necessary, throughout the schools’ closure to adhere to the state health department guidelines and to continue all essential services needed to maintain the well-being of students, staff, and community.

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

Description	Total Funds	Contributing
1. The District will purchase appropriate safety equipment (thermometers, masks, face shields, gloves, etc.) to support safe interactions between students and staff in classrooms and on campuses.	\$38,707.00	N

Description	Total Funds	Contributing
2. The District will purchase appropriate equipment and materials (UVC lamp stands, HVAC, air purifiers, hand sanitizers, disinfectant wipes, etc.) to maintain rigorous conditions of cleanliness.	\$410,000.00	N
3. The District will follow rigorous safety protocols to ensure the well-being of students and staff on school campuses and other District facilities. This will include equipment and materials for regular COVID-19 testing of students and staff.	\$195,522.00	N
4. In order to address SBAC math performance, Caruthers High School has hired an additional math teacher to reduce class sizes, providing increased support for students at-risk.	\$78,584.00	Y

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.]

This distance learning model complies with the Governor's announcement on Friday, July 17th, regarding school reopening and the criteria for returning to in-classroom instruction. The Governor's mandate specifies that if a county has been on the state monitoring list within the last 14 days, the school and school district must conduct distance learning until Fresno county has been removed from the monitoring list for at least 14 days.

The District's basic platform for distance learning and tracking students' engagement and progress will be the Canvas Learning Management System. Other applications such as Google Classroom and the other Google Suite collaboration tools, can be integrated with it. It will provide a single, repeatable location for every student's access to the full curriculum. Teachers can create a homepage that includes the preferred means of communication, an outline of upcoming assignments, and a central place for linking resources so students and parents can easily identify the learning agenda.

Students will participate in structured digital instruction/learning from home using a variety of tools based for the Canvas platform. They may include, but not be limited to, Google Classroom, Study Synch (7-12), Listen Wise, Kahn Academy, Scholastic News, and others, district-wide. The structured digital instruction/learning schedule will be site-based and will include structured times for students to engage in direct digital instruction/learning. Instruction will generally be whole class, but teachers may provide some synchronous small group instruction based on students' needs. Paraprofessionals may also provide synchronous small group instructional support with the teacher's guidance.

In order to address SBAC math performance (81.3 points below standard), primarily for unduplicated pupils, Caruthers High School has hired an additional math teacher to reduce class sizes, providing increased support for students at-risk. This will ensure that those students in need of in-class interventions, additional supports, and accelerated learning have the same teacher and instruction whether they are at distance or in-person. The high school will also provide students with digital access to the library.

Reading is the key to increased learning, and the District is committed to accelerating those skills that may have been impacted by learning loss. To that end, the District has purchased additional guided reading materials. Teachers will be more readily able to use this excellent instructional strategy to improve students' skills.

To support distance learning success, each student TK-12, will be provided a backpack filled with classroom supplies such as pencils, paper, markers, rulers, etc.

Caruthers High and Caruthers Elementary will provide each student with the necessary materials, prepackaged and ready to take home, for all classes, including music, arts, and CTE. In order to guard against students' exposure to COVID-19 and experience greater learning loss, the school will follow School Safety Guidelines in distributing the materials. These guidelines will be distributed to all students and parents.

An optional P.E. curriculum log-in site will be offered for K-8 students.

Teachers will be required to take attendance daily and complete weekly activity logs.

Each site has created Tech Teams at every grade level to develop and support engaging online activities, including the interface between class and home technologies using the digital platform. Tech Team members will collaborate with teachers in creating lessons, and will support the technical need for lesson delivery. They will also provide individual assistance to teachers in including effective distance learning activities in lesson and unit planning.

Informal assessment will be ongoing daily, through teacher observation, grades, and checks for understanding. Synchronous feedback will be possible through interactive "whiteboards" and other interactive platforms that integrate with Canvas.

Progress monitoring will be provided by the classroom teacher, RSP Teacher, and other instructional staff members to identify students in need of intervention and additional supports, and provide face-to-face support for students considered highly at risk and unduplicated students. Student needs will be data-driven and will be determined using multiple measures. These measures include but are not limited to Reading Inventories, Math Inventories, iReady, Accelerated Reader, and IAB assessments. Formal progress monitoring will take place every quarter, and informally daily through grades and checks for understanding.

Both informal and formal progress monitoring will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student's ability to recognize when they are learning, when they are not, and how to go about improving.

The first week of teacher/student contact will focus on becoming acclimated with online routines and expectations, with a significant focus on developing distance learning student-teacher and collaborative student-student relationships. <https://tinyurl.com/StudentTeacherRelationships>. [Copy and paste link if not directed to site]

As needed, students will have formal check-ins to discuss areas of concern and get support in the areas they are struggling in or strengthen academic and social-emotional skills. Unduplicated students and students with exceptional needs who are considered high risk (academically, socially emotional) may be placed on a schedule for weekly face-to-face instruction for additional support.

The District Reading Lab for struggling readers will continue through distance learning.

Students who have been identified as for social-emotional intervention may be placed on a face-to-face schedule to meet with the school counselor, school psychologist, or other appropriate support staff. During this time, student goals will be reviewed and monitored. This will also serve as a counseling session for students.

In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in the 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. Each case manager will address any concerns with attendance or disengagement during distance learning and transition back into the school environment when it is safe to do so. The District will purchase touch pad devices with voice recognition and dictation capabilities to increase access for students with exceptional needs. 5. The District will provide the

transportation, staffing, supplementary materials and other necessary measures to implement in-person support for students with acute needs, including Special Day Class students.

Knowing that the fine arts foster creativity, contribute to improved reasoning and language skills, and engage students in learning (National Association of Music Educators, July, 2014), the District will continue to offer music instruction to all elementary school students. Students will create instruments from “discovered” materials at home; and the District may deliver materials to students, if necessary. Band will continue for 7-12 students via distance learning, with instruments and materials distributed to students in the manner described in the District guidelines distributed to all students and parents.

Teachers will be reporting to their worksites/classrooms on a daily basis and will have minimal contact with other staff.

Participation is mandatory and students will be held accountable for all work assigned.

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.]

Caruthers Unified School District recognizes that technology is essential for distance learning. A district priority is to make sure our students, teachers, and staff have the technology they need to be able to continue educating.

The district will provide technology for students to use with distance learning. It has made a significant investment in additional Chromebooks to ensure that every student has one at home. Students will be able to check out a take-home Chromebook and charger from their school’s office. If needed, students will be provided with a pair of headphones to use with their device.

If a student does not have reliable internet at home their parents can notify the teacher or office staff. The District will verify the need and assign a hotspot for the student family. As with Chromebooks, the District has purchased many hot spots to provide internet access in homes where the families are unable to provide it.

Technology needs were assessed during the Spring school closure by a combination of teachers, site administrators, District Liaisons, and aides. Teachers and aides at Caruthers Elementary School did contact every family to find out what they had. Access to those devices was continued for the 2010-21 school year. New and returning students were assessed again for technology needs as part of orientation.

The IT department will filter and monitor student content in compliance with the Children’s Internet Protection Act (CIPA).

Teachers will have access to the necessary computer and presentation hardware and software, and necessary bandwidth to use for providing synchronous instruction, video conferencing with students, and attending online meetings.

Each site has created Tech Teams at every grade level to address potential issues regarding the interface between class and home technologies using the digital platform. Tech Team members will support the technical need for lesson delivery.

District I.T. staff will provide on-going technical support to students, families, and staff to avoid disruptions to the delivery of instruction and access to learning resources.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students will participate in structured digital instruction/learning from home using a variety of tools based for the Canvas platform. They may include, but not be limited to, Google Classroom, Study Synch (7-12), Listen Wise, Kahn Academy, Scholastic News, and others, districtwide. Unduplicated students,

students with exceptional needs, and students who are considered high risk (academically, socially emotional) will be identified and scheduled for additional support to accelerate learning during afternoons. The structured digital learning schedule will be site based and will include structured times for students to engage in synchronous (live direct) digital instruction/learning.

Attendance taking will follow the same procedure regardless of distance learning or in-person. Teachers will take attendance daily using the 'Combined Daily Participation and Weekly Engagement Template' published by the CDE. Attendance will also be taken through our Student Information System, AIREs. Teachers will be reaching out to students that have not connected synchronous learning and working with those students so they can continue work asynchronously.

Caruthers Elementary School Daily Distance Learning Schedule

PERIOD	START TIME	END TIME
Prep	8:00 am	8:30 am
Elementary Instructional Block/ Middle School Core 1	8:30 am	10:30 am
TK/Kindergarten Start	9:30 am	
Break	10:30 am	10:45 am
Elementary Instructional Block/ Middle School Core 2	10:45 am	11:45 am
Lunch/Prep	11:45 am	12:30 pm
Elementary Instructional Block/ Middle School Core 2	12:30 pm	1:30 pm
Designated ELD / Middle School Academic Support / PE / Mental Health	1:30 pm	2:00 pm
Professional Learning / Collaboration / Office Hours / Prep	2:00 pm	3:00 pm

Caruthers High School Daily Distance Learning Schedule

The high school will provide synchronous instruction in 70-minute blocks, with a 55-minute block at the day for teachers and students or parents to connect, or for teachers to collaborate. There will be a 10-minute “passing period” between each instructional block.

PERIOD	START TIME	END TIME
1A	8:00 am	9:10 am
2A	9:20 am	10:30 am
3A	10:40 am	11:50 am
Lunch	11:50 am	12:25 pm
4A	12:30 pm	1:40 pm

Advisory (DA / ELD / Wellness Checks)	1:50 pm	2:20 pm
Office Hour	2:20 pm	3:15 pm

The district collaborated with instructional staff and stakeholders to determine that a 60% completion rate of assignments would count as a full day of participation. Anything less would be considered a partial day, unless the student was absent with excuse.

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.]

The District understands that a teacher’s belief in his or her ability to impact student learning is one of the most powerful determiners of student success (Hattie, 2008) and will provide professional development and support that builds each teacher’s self-efficacy.

In preparation for the 2020-21 school year, the following professional development opportunities were made available to teachers:

The FCSS Distance Learning Academy (August 4-5, 2020)

Tulare County Office of Education Webinars on Effective Distance Learning and Using Digital Tools to Teach

Using the CANVAS Digital Platform

The Distance Learning Playbook

The district will continue to provide professional learning in effective distance learning practices, how to support students’ mental health and social-emotional well-being, and other distance learning-related topics as the need is recognized. Teachers will also collaborate regularly online to share insights into effective practices for distance learning and supporting a positive online classroom culture.

Time will be set-aside on Mondays for professional learning and teachers’ collaboration.

Staff Roles and Responsibilities

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

All instructional and school support staff have become tech support persons, helping teach each other and teaching parents how to access learning resources through the devices. Everyone at a school site answers phones to answer questions and provide support. Instructional aides continue to support students, but in a virtual format by running breakout rooms monitored by teachers that will focus on building skills with small groups of students. Instructional aides will also support office staff with contacting students and families that are struggling to engage on a regular basis. Bilingual aides support English learners and Spanish-speaking families virtually by providing translations when needed.

CUSD Classified staff provided the following input about their changing roles and responsibilities:

- Everyone, regardless of their job, is providing technology support.
- The “other duties as assigned” in every position has been utilized. We have found that many of the assignments have shifted to helping out other positions. For example, maintenance is also working in janitorial roles to keep everything cleaned.

Instructional aides have always provided direct service to students, but now they are providing technology support to both students and parents, assisting with meal distribution, including riding busses to deliver meals to families, etc.

- Additional duties have been assigned to the librarian; they are making appointments and getting a digital library up.
- All staff are providing increased family communication.

CUTA Certificated staff provided the following input regarding their changing roles and responsibilities:

- Teachers jobs have changed due to distance learning. The learning curve for technology is great and some more than others. They have to find the right tools, videos etc. to make the teaching as dynamic as it can be. Everyone has to be a technology trouble shooter.
- Increased communication with students and families is not just between the hours of 8-3:30; teachers are providing Greater communication with families to support them to support their students.
- Another thing to note is that students are better with technology, but not necessarily education technology, so that has to be taught at great lengths. For example, they do not know who to submit work or get into Google drive to share and or submit work.

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.]

The San Diego County Office of Education has identified three distance learning equity needs:

1. We must meet students' basic needs, including their emotional well-being.
2. We must ensure equitable access to learning resources.
3. We must proactively design and implement additional learning supports and accelerating learning

These needs are reflected in the District's Learning Continuity and Attendance Plan, including the specific steps below.

Progress monitoring will be on-going for pupils with unique needs at all grade levels. All teachers and paraprofessionals who provide services to English Learners, Foster Youth, homeless youths, and students with exceptional needs, will assess those students formally and informally to determine students' needs for intervention and additional supports. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to, Reading inventories, Math inventories, iReady, and IAB district benchmark assessments, grades, and observations.

As needed, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the counselor or classroom teacher when their child is identified for intervention and additional supports. Once students are caught-up or deemed no longer at-risk, additional supports may no longer be required.

CUSD students who are on an IEP and or 504 plans will continue to receive specialized instruction and support during distance learning and throughout the different phases of the district's reopening plan. All student accommodations/modifications (as appropriate and applicable) will continue to be implemented.

Families will receive communication from their student's case manager/counselor regarding coordinating IEP meetings and 504 meetings respectively.

Students who receive educationally related mental health services through the school's psychologist, licensed marriage and family therapist (LMFT) or Counselor will be contacted by the provider to arrange for tele-therapeutic sessions and services. In-person sessions will be scheduled when deemed safe and necessary to provide support for students that need in-person interaction with their support provider.

Similarly, students who receive additional related services (speech and language, occupational therapy, etc.) will be contacted by the speech pathologist to schedule remote or in-person (when deemed essential and safe) sessions.

Experts have long known that difficult childhoods often experienced by Foster youth, Homeless youth, Immigrant youth, and children in poverty are linked with a wide range of health risks later in life. Those who have been identified for social-emotional intervention will be placed on a Zoom schedule, as appropriate, to meet with the school counselor or District psychologist. During this time, student goals will be reviewed and monitored. This will also serve as a counseling session for students.

Students who are determined to have acute needs may be scheduled for in-person support meetings. If in-person meetings are held, all health and safety guidelines will be strictly enforced.

The hours will be increased for instructional aides to provide support in grades K-8 for English Learners, students with exceptional needs, Foster Youth, or students experiencing homelessness who have experienced learning loss, or who appear to be in danger of doing so. Glass and Smith (1979) found that "class size differences at the low end of the scale [5 students v. 25 students] have quite important effects on achievement' resulting in nearly one-half a standard deviation in improvement. In order to provide students with more focused instructional reinforcement, these paraprofessionals will work closely with the teachers to provide synchronous, small group or individual support to accelerate learning in ELA, math, and ELD. The progress monitoring and assessment processes described in "Supports for Pupils with Unique Needs" will be used to determine small group placements, principally directed to students with disabilities and unduplicated pupils.

At the elementary school level, these paraprofessionals will work closely with the reading/English language arts teachers, the Reading Lab teacher, and the Guidance Instructional Specialist, to support emphasized early literacy skills, language development, math and intervention through synchronous, small groups or individuals to accelerate learning.

High school aides will provide the same types of synchronous, small group supports for English Learners in developing language skills, and for students with disabilities with a focus on ELA and math.

The partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. This partnership ensures access to specialized instruction by specialists, such as Deaf and Hard of hearing, Autism Specialist, Behaviorist, Occupational Therapists and Adaptive Physical Education Specialist as outlined in the students' IEP. IEP teams will consider the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

The District will purchase touch pad devices with voice recognition and dictation capabilities to increase access for students with exceptional needs. 5. The District will provide the transportation, staffing, supplementary materials and other necessary measures to implement in-person support for students with acute needs, including Special Day Class students.

The District will provide focused supports every Monday for at-risk students, especially those with unique needs enumerated above.

Listen Wise will support English language arts and social sciences instruction. It has reader capabilities that increases accessibility for English Learners and students with exceptional needs. Using this program and integrated ELD, writing will be a focus for English language development in social studies.

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

Description	Total Funds	Contributing
1. The District will use the Canvas Learning Management System as its basic platform for distance learning.	\$169,267.00	N
2. The District will integrate learning applications into the Canvas system to provide effective distance learning.	\$96,488.00	N
3. In order to address SBAC math performance (81.3 points below standard), primarily for unduplicated pupils, Caruthers High School has hired an additional math teacher to reduce class sizes, providing increased support for students at-risk.	See In-Person Instruction Section Action #4	Y
4. The District will provide professional development in effective distance learning practices that support accelerated learning for low income students, English Learners, Foster Youth, and homeless students.	\$380,600.00	Y
5. The District will provide technology for students to use with distance learning. It has made a significant investment in additional Chromebooks to ensure that every student has one at home.	\$314,000.00	N
6. If a student does not have reliable internet at home the District will verify the need and assign a hotspot for the student family. The District has purchased many hot spots to provide internet access in homes where the families are unable to provide it. If needed, students will be provided with a pair of headphones to use with their device.	\$470,269.00	Y
7. Students in grades Pre-K through 12 will receive backpacks pre-loaded with learning materials and supplies.	\$113,778.00	Y
8. The District will provide iPads for Pre-K students to become familiar with using learning technology and participate in distance learning.	\$49,635.00	Y
9. The District will purchase touch pad devices with voice recognition and dictation capabilities to increase access for students with exceptional needs.	\$125,000.00	N
10. The District will provide the transportation, staffing, supplementary materials and other necessary measures to implement in-person support for students with acute needs, including Special Day Class students.	\$160,543.00	N

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.]

Multiple measures will be used to assess learning loss from 2019-20, and in monitoring potential learning loss during the 2020-21 school year. To measure current learning loss, the district will use the following protocol:

Gather available assessment information on current students from Fall, 2019, through Spring, 2020, including, at a minimum, ELA/Reading, Math, and ELD assessments. These assessments may include reading and math inventories, ELPAC and other ELD assessments, IAB assessments, student diagnostic assessments, and standards taught.

- Students will again be assessed using the same multiple measures, as appropriate, for which there is 2019-20 data.
- The difference in scores will be determined as 2019-20 academic growth.
- The 2019-20 academic growth will be compared to what would have been constituted a year's growth for those assessments. Any difference that indicates less than one year's growth in that academic area will be considered learning loss for 2019-2.

This protocol is intended to uncover what students already know and may lack in order to minimize wasted instructional time and focus on accelerated learning experiences.

This same protocol will be used to measure learning loss after the conclusion of the 2020-21 school year. During the 2010-21 school year, the District will follow a more rigorous on-going assessment process to support all students, with particular focus on unduplicated students in need of intervention and additional supports.

Formal progress monitoring will take place every quarter. These measures include, but are not limited to, Reading inventories, Math inventories, iReady assessments, Accelerated Reader assessments and IAB district benchmark assessments.

Informal assessment will be ongoing daily, through teacher observation, grades, and checks for understanding. Both will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student's ability to recognize when they are learning, when they are not, and how to go about improving.

- Progress monitoring will be on-going and provided by the classroom teacher/RSP/ELD/Resource teacher to determine students' needs for intervention and additional supports. Determination of those needs will be data-driven and based on multiple measures, both formal and informal.

- The digital learning schedule as described in "Pupil Participation and Progress" will include structured times for students to engage in direct digital instruction. Progress monitoring by teachers for intervention and additional supports will be on-going during the time schools cannot have traditional in-person instruction. As needed, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the counselor or classroom teacher if their child has been identified for intervention and additional supports.

Because we know that social-emotional factors can impact learning loss, students will be regularly monitored for social-emotional needs. Those who have been identified for social-emotional intervention will be placed on a Zoom schedule, as appropriate, to meet with the school counselor and/or school psychologist. During this time, student goals will be reviewed and monitored. This will also serve as a counseling session for students. If face-to-face meetings, are held, all health and safety guidelines will be strictly enforced.

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.]

To address learning loss and to accelerate learning, the District will continue its after school program. With many of the Caruthers Elementary School afterschool program (ASP) teachers also working in the regular day in Reading Lab, SPED classrooms, and other instructional settings, the work is seamless. The communication with regular day teachers and specific needs are being addressed and supported by ASP. Caruthers High will be offering online tutoring classes in the afterschool program: two English Tutorials, one Math, one Science, and two technology classes to help students having issues with online learning. Nine enrichment/acceleration classes, and six fitness classes will also be offered.

The District Reading Lab for struggling readers will continue through distance learning, and the District will expand the use of iReady in ELA and math to accelerate learning.

The District experienced a decline in ELA performance on the 2019 California School Dashboard. We anticipate that the closure of schools this past Spring may have resulted in additional decline. Consequently, the District is investigating specific reading materials that will support accelerated reading improvement for unduplicated pupils, including low income students, English Learners, students with exceptional needs, Foster Youth, and homeless students.

Glass and Smith (1979) found that "class size differences at the low end of the scale [5 students v. 25 students] have quite important effects on achievement' resulting in nearly one-half a standard deviation in improvement. In order to provide students with more focused instructional reinforcement, the hours will be increased for instructional aides to provide support in grades K-8 for English Learners, students with exceptional needs, Foster Youth, or students experiencing homelessness who have experienced learning loss, or who appear to be in danger of doing so. At the elementary school level, these paraprofessionals will work closely with the reading/English language arts teachers, the Reading Lab teacher, and the Guidance Instructional Specialist, to support emphasized early literacy skills, language development, math and intervention through synchronous, small groups or individuals to accelerate learning. High school aides will provide the same types of synchronous, small group supports for English Learners in developing language skills, and for students with disabilities with a focus on ELA and math. The progress monitoring and assessment processes described in "Supports for Pupils with Unique Needs" will be used to determine small group placements, principally directed to students with disabilities and unduplicated pupils.

To support restoring reading skills that may have been impacted by learning loss, the District has purchased additional guided reading materials. Teachers will be more readily able to use this excellent instructional strategy to improve students' skills.

IEPs, SST's, ELD and RSP interventions and additional supports will also take place during the afternoon block. These are scheduled by the appropriate staff member. Students and Teachers will need to be present as needed.

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.]

Multiple measures will be used to assess potential learning loss during the 2020-21 school year. To measure current learning loss, the district will use the following, more rigorous, on-going assessment process to support all students, with particular focus on unduplicated students in need of intervention and additional supports.

Gather available assessment information on current students from Fall, 2020, through Spring, 2021, including, at a minimum, ELA/Reading, Math, and ELD assessments. These assessments may include reading and math inventories, ELPAC and other ELD assessments, IAB assessments, student diagnostic assessments, and standards taught.

- The difference in scores will be determined as 2020-21 academic growth.

- The 2020-21 academic growth will be compared to what would have been constituted a year's growth for those assessments. Any difference that indicates less than one year's growth in that academic area will be considered learning loss for 2020-21

Informal assessment will be ongoing daily, through teacher observation, grades, and checks for understanding. Synchronous feedback will be possible through interactive "whiteboards" and other interactive platforms that integrate with Canvas.

Progress monitoring will be provided by the classroom teacher, RSP Teacher, and other instructional staff members to identify students in need of intervention and additional supports and provide face-to-face support for students considered highly at risk and unduplicated students. Student needs will be data-driven and will be determined using multiple measures. These measures include but are not limited to Reading Inventories, Math Inventories, iReady, Accelerated Reader, and IAB assessments. Formal progress monitoring will take place every quarter, and informally daily through grades and checks for understanding.

Both informal and formal progress monitoring will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student's ability to recognize when they are learning, when they are not, and how to go about improving.

The first week of teacher/student contact will focus on becoming acclimated with online routines and expectations, with a significant focus on developing distance learning student-teacher and collaborative student-student relationships.

<https://tinyurl.com/StudentTeacherRelationships>. [Copy and paste link if not directed to site]

As needed, students will have formal check-ins to discuss areas of concern and get support in the areas they are struggling in or strengthen academic and social-emotional skills. Unduplicated students and students with exceptional needs who are considered high risk (academically, socially emotional) may be placed on a schedule for weekly face-to-face instruction for additional support.

This protocol is intended to uncover what students already know and may lack in order to minimize wasted instructional time and focus on accelerated learning experiences.

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

Description	Total Funds	Contributing
1. The District will continue its after school program.	\$512,304.46	Y
2. The District Reading Lab for struggling readers will continue through distance learning.	\$135,430.00	Y
3. The District will expand the use of iReady in ELA and math to accelerate learning.	\$52,590.00	Y

Description	Total Funds	Contributing
4. The District will purchase and use specific reading materials that will support accelerated reading improvement for unduplicated pupils, including low income students, English Learners, students with exceptional needs, Foster Youth, and homeless students.	\$25,000.00	Y
5. The hours will be increased for instructional aides to provide support for readers in K-8 who have experienced learning loss, or who appear to be in danger of doing so.	\$42,648.86	Y
6. District has purchased additional guided reading materials so teachers will be more readily able to use this excellent instructional strategy to improve the skills of our struggling readers.	\$5,000.00	Y

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.]

Because we know that social-emotional factors can impact learning loss, students will be regularly monitored for social-emotional needs. Those who have been identified for social-emotional supports will be placed on a Zoom schedule, as appropriate, to meet with the school counselor and/or school psychologist. This will also serve as a counseling session for students. If face-to-face meetings are deemed necessary, all health and safety guidelines will be strictly enforced.

School staffs will participate in professional development activities on how to support the social and emotional well-being of students and adults. Staff have had the opportunity to participate in social-emotional support training through FCSS. The District is researching different programs, and will offer additional training after staff have been surveyed to determined their professional learning needs in this area.

The District will implement phone calls and letters to inform the community of mental health services available through the District and through Fresno County agencies.

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.]

The District stresses clear, frequent communication.

Orientations were conducted by instructors and counselors to describe remote learning processes and procedures as part of virtual “Back to School Nights.” Teachers will set aside and inform parents and students of a consistent time in which they will provide “office hours” to respond to questions, requests for support, and academic and social-emotional outreach.

To support student and family engagement, the District will create an online FAQ for each school's website that includes:

Where can I find weekly and monthly schedules?

Where can I find assignments and materials?

How does my child submit work?

How does my child retrieve graded work?

How do I contact the teacher for academic help?

How do I get technical help?

The District is exploring a plan for offering participation incentives to further interest and engage students within the structure of PBIS. Schools are also exploring possible ideas for "challenges," special "themed" days, acknowledging birthdays, and other activities to stimulate active engagement by their students.

Tiered Plan for Learner Re-engagement –

Research studies clearly demonstrate links between absenteeism and an increased likelihood of poor academic performance, disengagement from school and behavior problems. Early absenteeism negatively impacts academic achievement in reading, math, and general knowledge in the early school years. An average of one in 10 students younger than grade 3 nationwide is considered chronically absent, defined as missing 10 percent or more of school. The greater the number of absences in kindergarten, the greater the number of absences in first grade. Over one-half of chronic absences in kindergarten also were chronic absentees in first grade. Low-income and Latino children are especially at a disadvantage in first grade, particularly when they were chronic absentees in kindergarten: they score, on average, 10 points less in first grade reading achievement than white children with the best kindergarten attendance. A common pattern is for chronic absence to be high in kindergarten, decrease by grade 3, but then start to increase substantially, especially during the transition to middle and high school. By grade 6, chronic absence can be associated with dropping out of school. By grade 9, missing 20 percent of school can be a better predictor of dropping out than grade 8 test scores.

This re-engagement plan describes practices and strategies that work to help improve levels of educational participation and attainment of disengaged learners. Focusing on grades K-12, it provides 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 is not engaging in instruction and is at risk of learning loss.

There are many strategies or interventions that target disengaged learners; we have attempted to identify interventions that have been evaluated as effective with evidence of impact. Characteristics of disengaged learners are drawn in disproportionately large numbers from key groups including, children with disabilities, the culturally and linguistically diverse including English language learners, and those from socio-economically disadvantaged families. They often report relationships with learning best described as disjointed and problematic.

Key factors contributing to disengagement relate to four main areas: access, achievement, application and aspiration. Given the high-level needs, disengaged learners require targeted support across these dimensions in order to promote re-engagement. Strategies that are effective in helping re-engage learners fall into one of four categories related to the focus of the program and the conceptual foundations at play within effective programs: **(1) outreach, (2) learner well-being, (3) pedagogy, and (4) pathways.**

Outreach:

Caruthers USD utilizes parent communication tools such as Remind and ParentSquare to communicate to parents when their child is not in attendance at school along with calls from the attendance clerks.

Tiered outreach and re-engagement – 1. Teachers contact the families of students who do not log-in for synchronous learning without a valid excuse. 2. Caruthers USD employs several site and district level positions that ensure students remain connected to school and provide outreach. These include support staff who monitor student attendance and identify students who fail to attend school on a daily basis. 3. Our administrators reach out to students and families as to the cause of lack of attendance and to connect students and families to needed services. 4. School counselors and administrators identify students as a habitual or chronic truant. 5. At the district level, the Vice-Principals oversee the School Attendance to help truant students and their parents or guardians solve school attendance and behavior problems prior to referring them to the district level SARB. The district level SARB is composed of representatives from community and county agencies, and helps chronically truant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. The Caruthers USD SARB is convened as needed throughout the school year.

Learner well-being:

CUSD employs several site and district level positions that ensure the well-being of students is addressed. This includes school site administration and the school counselors. Administrators and counselors are responsible for identifying students who are disengaging in learning due to an issue with their welfare. Counselors are specifically trained to seek out and address student issues around health and safety. Caruthers Unified also employs an All4Youth counselor who may also provide mental health services to students identified as needed. Caruthers Unified employs a school psychologist to provide mental health services and evaluations when needed.

Pedagogy:

District teachers have been trained in engaging lesson design with an emphasis on hands-on learning, for which it is finding innovative ways to allow through distance learning. Teachers access prior knowledge and scaffold lessons to ensure students find success. Caruthers USD will use Canvas, Zoom, Google Classroom, Study Sync, and other digital applications to provide engaging instruction and increase connectedness between students and school. Synchronous (live) instruction will take place at least four hours a day, Tuesday through Friday, providing more frequent “check-ins” and live interaction between students and teachers. CUSD provides technology devices to all students and provides subscriptions to learning applications.

Pathways:

The District provides each high school student with orientation to develop a career and/or college pathway, which is reviewed every Spring. Caruthers High School provides Career Technical Education Pathways and is exploring how to effectively provide distance learning CTE.

The strategies across the four elements are the basis for the Caruthers Unified School District re-engagement program. While the strategies appear to be independent, the prevention programs work together to address disengagement from school and to re-engage students into the learning process.

The complete Caruthers Unified School District Tiered Re-Engagement Plan can be found at: <https://tinyurl.com/CUSD-Tiered-Reengagement-Plan> [Copy and paste link if not directed to site]

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.]

The District’s Food Service Director set a plan in place to serve all students, daily. Each child will be able to have three meals per day, with breakfast and dinner cold/frozen, and the option of a delivered fresh lunch, or hot lunch at CHS.

A team located at the elementary school site will pack busses to drop-off meals to families on the bus routes with children enrolled in school. If a child does not get lunch delivered by the bus, hot lunches will be served daily at Caruthers High. For those students eating at the high school, all appropriate safety precautions will be followed, including a paper health questionnaire, social distancing, and masks. Parents and families will be contacted to ensure they are aware of the schedule and location for lunch delivery.

The process for the distribution of meals will follow practices that maintained social distancing for families and district staff.

The Food Service staff have been provided with safety training and are required to wear masks and gloves. Work areas are maintained with social distancing guidelines, and staff completed a daily COVID screening survey prior to working. All areas were sanitized and cleaned frequently above and beyond guidelines expectations. There are two teams of staff to maintain their physical and mental health.

The District has purchased two new coolers to handle the increase in meals served, and increased its expenditures to ensure that nutritional guidelines are followed and every student has access to three healthy meals each day.

The District anticipates that it may take two weeks to get an accurate count of meals, and is planning for as many as 1600 each day.

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

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Well-Being	The District will survey staff to determine needs, then offer professional learning to staff in Mental and Social Emotional Well-Being.	\$1,000.00	Y
Pupil and Family Engagement	The District is developing a plan for offering participation incentives to further interest and engage students.	\$10,000.00	N

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
35.30%	\$4,614,197

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis, and are consistent with 5 CCR Section 15496(b). As described in the *Learning Continuity and Attendance Plan Instructions*, the District has ensured they are principally directed toward Unduplicated Pupils. and effective in meeting their needs, by:

“Principally Directed and Effective: For these actions, explain how:

- The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to meet the needs of the students in response to the COVID-19 pandemic.”

In determining the need for increased services for the District’s Unduplicated Pupils (low-income students, English Learners, Foster Youth), the District examined available data for objective indicators of academic risk. Because we were not able to reliably conduct the assessments that would normally give in the Spring of 2020, we used the most recent state assessment (SBAC, ELPAC) data available, and used our most recent local data (iReady, IAB, reading and math inventories, diagnostic assessments, standards taught).

2019 ELA – District-wide, Low Income Students, English Learners and Students with Disabilities were significantly below standard, in each case showing declines from the prior year. Current English Learners were 84.7 points below standard.

2019 Math – The same results as described above were also true for math.

We also referenced the available research on learning loss, which indicated that “Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.” (NWEA, Collaborative for Student Growth, April, 2020).

Experience and prior years’ data show that any learning loss experienced by the general student population is exacerbated among Unduplicated Pupils, homeless youth, and students with exceptional needs. To address that loss, and to accelerate learning for these students, the District will implement the following actions/services:

- **In-Person Instruction section, Action #4** -- In order to address SBAC Math performance, Caruthers High School has hired an additional math teacher to reduce class sizes, providing increased support for students at-risk. Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that “A clear and strong relationship between class size and achievement has emerged... There is little doubt, that other things being equal, more is learned in smaller classes.” [<https://tinyurl.com/Class-Size-Study>]

- **Distance Learning Program section, Action #3** – same as above.

- **Distance Learning Program section, Action #4** -- The District will provide professional development in effective distance learning practices that support accelerated learning for low income students, English Learners, Foster Youth, and homeless students. Quality professional development for a staff will support greater collective teacher self-efficacy, shown by John Hattie (2008) to be one of the most powerful determiners of student success.
- **Distance Learning Program section, Action #6** -- If a student does not have reliable internet at home the District will verify the need and assign a hotspot for the student's family. The District has purchased many hot spots to provide internet access in homes where the families are unable to provide it. If needed, students will be provided with a pair of headphones to use with their device. Our low-income students are generally those who lack sufficient, or any, internet connectivity at home, and it will be an absolute necessity for them to have to participate in online learning.
- **Distance Learning Program section, Action #7.** Students in grades Pre-K through 12 will receive backpacks pre-loaded with learning materials and supplies. Our low-income students may also lack sufficient, or any necessary materials for instruction at home. These backpacks loaded with materials be essential for them to complete many assignments and eliminate excuses for not completing work.
- **Distance Learning Program section, Action # 8.** The District will provide iPads for Pre-K students to become familiar with using learning technology and participate in distance learning. Our low-income pre-K students are generally those who lack sufficient, or any, computing devices at home, and often enter school well behind their more-affluent peers in their fluency with using computers. Providing these devices will help them bridge that gap and be on a more equal footing with others in being successful accessing information and completing online assignments.
- **Pupil Learning Loss section, Action #1** -- The District will continue its after school program. The expanded learning (after school) program will address learning loss and accelerate learning. "Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014],
- **Pupil Learning Loss section, Action #2** -- The District Reading Lab for struggling readers will continue through distance learning. Hattie's research (2008) showed an effect size of .77 for comprehensive interventions. An effect size of .40 is considered to be significant in its positive impact on learning.
- **Pupil Learning Loss section, Action #3** -- The District will expand the use of iReady in ELA and math to accelerate learning. The Curriculum Associates Research team found that "Students who are English Learners (EL), students with disabilities (SWD), and students with socioeconomic disadvantages (SED) using i-Ready Personalized Instruction all saw statistically significantly greater growth than students from the same subgroups who did not have access to the program during the 2017–2018 school year."
- **Pupil Learning Loss section, Action #4** -- The District will purchase and use specific reading materials that will support accelerated reading improvement for unduplicated pupils, including low income students, English Learners, students with exceptional needs, Foster Youth, and homeless students. The District will make decisions based on evidence. We know that Hattie (2008) found effect sizes of .58 for reading comprehension programs; .60 for phonics programs; and .67 for both vocabulary programs and repeated reading programs. The "What Works Clearinghouse" found repeated reading has shown increased achievement in reading comprehension. Armed with this and additional information, the District will invest in materials that have shown evidence of success with our neediest students.
- **Pupil Learning Loss section, Action #5** -- The hours will be increased for instructional aides to provide support for readers in K-8 who have experienced learning loss, or who appear to be in danger of doing so. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for significant gains.

- **Pupil Learning Loss section, Action #6** – The District has purchased additional guided reading materials so teachers will be more readily able to use this excellent instructional strategy to improve the skills of our struggling readers. Fountas and Pinnell (2001) state that readers need to be able to apply and modify strategies depending on the purpose of the text. They suggest that guided reading sessions, involving explicit teaching and modelling of a broad range of strategies to suit familiar and new text types, supports reading development. They add that, “through guided reading you can demonstrate how a reader constructs meaning from text, makes personal connections with text, and goes beyond text. You can provide specific support for readers as they delve into texts for themselves, meeting challenges by using a range of skills”.

- **Additional Actions section, Action # 1** - The District will survey staff to determine needs, then offer professional learning to staff in Mental and Social Emotional Well-Being. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011) <https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta> [If not directed to site, copy and paste link]

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

By directing all the supplemental and concentration 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.

The following describes the are increased or improved actions and/or services being continued from the District’s 2019-20 Local Control and Accountability Plan (LCAP) that will be provided for Foster Youth, English Learners, and low-income students:

- Parent involvement and engagement;
- Professional development, including, but not limited to our continuing teacher mentorship program;
- supplemental curriculum and benchmarks for ELD;
- increased transportation for low income students;
- facility improvements to support increased access to collaborative learning, better access to technology, and improved access to a broad course of study;
- academic programs;
- student services to support access to higher education;
- university field trips;
- expanding the visual performing arts programs, including an FTE music teacher and equipment for the program;
- supplemental materials;

- improved data monitoring and analysis;
- parental involvement activities;
- technology and supplemental programs and improved course access, to better serve our highly at-risk and mobile population of English Learners, Socio-economically disadvantaged students, students with exceptional needs, and Foster Youth.

All actions and expenditures of funds described above 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 pupil population to help Caruthers USD be effective in meeting their needs.