



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Central Unified School District (Central USD) was created on December 22, 1981, by special election, which approved the unification of seven small districts. Central USD encompasses 88 square miles in a suburban and rural area on the western side of the city of Fresno, California. Fresno has a population of 531,576 (U.S. Census QuickFacts) with agriculture, education, and health care representing the largest employers in the area. The Central USD area continues to be an area of growth with a mix of affordable, entry-level housing and higher-end homes, as well as numerous farms and ranches. Central USD consists of fourteen elementary schools, three middle schools, one high school (with Justin Garza High School currently under construction), one alternative education high school, two community day schools, and one adult school. Central USD currently serves approximately 15,881 students.

Central USD students come from a vibrant mix of ethnic and cultural backgrounds. The majority population in the district is Hispanic or Latino. Of our 15, 881students, 19.5% speak Spanish, 6.6% speak Punjabi, and 2.5% speak Hmong. District-wide, there are approximately 28 different languages spoken. The current socioeconomically disadvantaged student rate is 74.2%, with a foster youth rate of 1%. English learners make up 14.1% of the total enrollment for Central USD.

On March 13, 2020, Governor Gavin Newsom signed executive order N-26-20. The order provided that although schools would close temporarily because of COVID-19, school districts must continue delivering high-quality educational opportunities to students through other options, including distance learning and/or independent study. In addition, the order stated that schools would safely provide school meals through the Summer Food Service Program and Seamless Summer Option in a manner consistent with the requirements of the California Department of Education and U.S. Department of Agriculture, to the extent practicable arrange for supervision for students during ordinary school hours, and continue to pay employees.

In response to this order, Central Unified School District (USD) suspended on-site educational programs on March 13, 2020, effective March 16, 2020. The district moved immediately to deploy resources to initiate distance learning for those with internet access and print packets for students without digital access. As Central transitioned during this time, staff provided community updates through ParentSquare, Facebook, Twitter, and on the Central USD website. Abiding by approved social distancing protocols, students ages 1-18 were able to pick up free breakfast and lunch at selected food-distribution schools. Teachers, administrators, and support staff reached out to all families, surveying digital access, and then came together to plan for distance learning needs. District office staff conducted professional learning for teachers. Liaisons and the Parent Involvement Coordinator communicated with families to ensure they understood how to support their students while they were learning at home and stayed available throughout school closure to answer parent questions.

COVID 19 and the ongoing pandemic have impacted Central USD students, teachers, support staff, and community. Parents, students, and teachers have expressed both gratitude and challenges for school closures. Some students have struggled to stay connected and engaged. Families have found new routines and ways to work from home while supporting their students' distance learning. Equity of access to technology has been problematic because many of our students live in rural areas without access to Wifi. Hungry families have attended food distribution at Central USD school sites, the Granville Teague Community Resource Center (GTCRC) and local community churches.

The Central USD Board of Trustees frequently met over the summer to collaborate as state and county health information changed rapidly and dramatically. By the end of July, the district was able to share their plan for opening the school year with distance learning (Stage 2) with all stakeholders. Critical aspects of the plan included on-campus appointments for checking out Chromebooks (with Wifi if needed) and materials, frequent interaction between student and teacher, and the resumption of grading practices and attendance monitoring. Breakfast and lunch will be provided as well, and community and mental health services.

In Central USD, even in times of an unprecedented pandemic, we believe that every student can learn. Central USD seeks to prepare every student for college, career, and community while ensuring that every student meets or exceeds grade-level standards. Central USD's vision is that every child is prepared for success in college, career, and community. Central USD seeks to have every student engaged in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning. Central USD's core values are character, leadership, innovation, and continuous improvement.

Stakeholder Engagement

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

Efforts to reach students and families are two-directional, and information provided in various languages and channels. Central USD utilizes many surveys, phone calls, text messages, and emails to engage families who are multilingual and families of English Learner students. The district has hosted virtual parent meetings and town hall, and all parent resources are posted on the Central Unified website. The Language Line is used district-wide for translation.

Communication has been enhanced by Bilingual Community Liaison engagement at the elementary levels and by a Family Outreach Liaison at the secondary level. The staff has networked with community resources to engage families with limited or no access to technology using telephone calls, text messages, and letters mailed through the United States Postal Service. Consultations occurred with parents of students with disabilities (SWD) July 21, 2020, the District English Learner Advisory Committee (DELAC), and the District Advisory Committee (DAC) August 10, 2020. Central USD staff met on July 30, 2020, with 24 community partners to preview the best thinking for the Learning Continuity and Attendance Plan (LCP) for the academic year 20-21. Also, five separate focus groups were held by parent engagement staff by hosting virtual office hours in multiple languages throughout the week school opened so that challenges were addressed in real-time.

Staff and Central USD families were surveyed before the return to school. The staff gave input on school safety if they were to return to sites, daily schedules for distance learning (synchronous, asynchronous) and blended learning models, suggestions regarding what 'in-person' instruction would look like, ideas for office hours (virtual, blended and onsite), and classroom schedules (distance, blended and onsite). Central USD also asked staff what type of professional learning they required and asked them to prioritize their needs as well as evaluation what type of instructional coaching they might need. Finally, the district requested staff share their experiences of distance learning in spring 2020 so that we might all learn from what went well and what was challenging. Bargaining unit collaboration and discussion occurred during multiple meetings in advance of agreement on a Memorandum of Understanding (MOU) with both certificated and classified bargaining units. Parents and their students were surveyed about their home school and grade level, who would be able to stay at home with students if distance learning continued, what was their spring distance learning experience, what was challenging, and what could be improved.

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

All meetings (Board meetings, DELAC, DAC, focus groups, and Community Forums,) were live-streamed with a public access telephone number published before and during the session to allow those not able to join online to participate. Parents were also able to use Chromebooks that were previously checked out to participate if they did not have their own device. All means of communication were posted on hard copy flyers, in PeachJar, Facebook, Instagram, and Twitter, in addition to going out via text or voice dialer using Parent Square. Stakeholders were also able to participate using email or text messages to relay questions or input to staff.

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

Trends of input and concerns of parent committees (District Advisory Committee & District English Language Advisory Committee) are noted below:

- More technology training for parents and students (Zoom & Google Meets, Logging in, etc.)
- More help for the English Learner students
- Improve communication between teachers and parents
- Improve progress monitoring of all students
- Ensure that all teachers are checking in with students district-wide
- Interpretations/translations are essential for communicating with a non-English parent
- Consistent guidance and oversight of teacher office hours.
- Have consistent and frequent separate sessions to provide virtual interaction opportunities between students and teachers. Students preferred more frequent zoom meetings and interaction. Increase and monitor teacher interaction time with all students.
- Have packets for students if requested during distance learning.
- Ensuring contact information is updated for staff to communicate with families.
- Parents in attendance preferred email and text messages as methods of communication from school and notification if their child is falling behind.
- Challenges are more significant when there is more than one child in the home. A variety of activities can pose a distraction. Students should not have to wait for their turn to use a device.
- Provide parent training on how they can better monitor their child's online usage and Google Classroom
- Provide additional support for students that are struggling to finish their work and are falling behind.
- Look for additional ways to interact with medically fragile students-to better support their social/emotional needs.
- Assign lessons consistently, with clearly defined staggered due dates. Assignments were overwhelming and more than they've received during the regular school day. Assignments can be very time-consuming, standardize instructional time, especially at Middle and High School.
- Working parents experience difficulty providing instructional support to their child(ren).
- Provide transportation for families without a vehicle (food, textbooks check out, Chromebook check out)
- New learning material should be explained in a video or a live session by the teacher and possible check-in by the teacher.
- Provide professional development for teachers on how to use distance learning technology, specifically on how to make and archive videos for reteaching and how to engage students during zoom or Google meetings.
- Provide support for students with emotional struggles (frustration, depression, tension, anxiety) as a result of the overwhelming amount of work assigned. Provide teachers with professional learning about how to support student's social/emotional needs.
- As soon as possible, provide Students With Disabilities (SWD) access to one on one help with specialists.
- Ensure that parents of SWD don't have to attend multiple Individualized Education Plan (IEP) meetings as we transition from distance learning to blended learning. Make sure that the plans are written in a way that meets both scenarios.

Staff surveys indicated that 23.3% were comfortable returning to work on a regular schedule, while 40.7 % were comfortable returning to sites with some concerns. 94.1% reported that having and sanitizer in each classroom and main buildings would make them feel safer upon return, and 90.0% noted that frequent sanitizing of highly touched areas would make them feel safe at work. 61.1% of teachers indicated that

synchronous class sessions should be around 30 minutes, while 51.9% agreed that office hours should be scheduled several times weekly. 63.3% of teachers requested professional development to build their capacity with synchronous learning sessions, and 62.2% felt that they would like to learn more about building a classroom community in a virtual classroom.

Student surveys showed that during the closure, 57.5% of elementary students completed classwork at home five days a week. 60.7% felt that their teachers and other adults at the school cared about them all of the time. 58.1% felt that teachers and other grownups from the school provided them with interesting activities most or all of the time, while they were learning at home. 39.6% indicated that they were happy to do schoolwork from home most or all of the time. 46.5% of secondary students surveyed reported that they participated in virtual classes 0 days during the closure. 39.7% responded that they completed classwork on an average of 2-4 hours daily. 64% of secondary students reported that it was hard to stay focused when doing their schoolwork from home.

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

Many aspects of the Learning Continuity and Attendance Plan have been influenced by stakeholder input. A glance at the daily schedules posted on Central USD's website demonstrates the standardization of instructional minutes, start & finish times, virtual office hours, and consistency of student schedules and monitoring of learning. The transportation department will provide bus routes for parents/guardians to get to school sites for both food distribution and materials check out as well. The collective bargaining groups, Central Unified Teacher's Association (CUTA) California School Employees Associate (CSEA) collaborated with district office staff to create a Memorandum of Understanding (MOU) detailing teacher responsibilities, monitoring, and conditions of instructions during both distance learning and blended learning.

Teachers began and will continue to participate in technology training for distance learning, including but not limited to Screencastify, Google Classroom, See Saw, Imagine Learning Program for English Learners, teacher training for intervention programs (e.g., iReady) to mitigate student learning loss as well as additional training to support social/emotional learning. Parent classes are scheduled. Topics include: Accessing your Child's Google Classroom; Online registration; How to Create an Email Account; and Creating an Appropriate Learning Environment. District office staff and administrators will collaborate to observe learning in the virtual classes, continuing past practice of 'drop-in' observations to monitor teachers as they work with their students. Virtual classes will require daily live interaction with a minimum amount of daily instruction clearly articulated. Grading will be based on academic performance, and accommodations will be made to serve students with special needs. Teachers and staff will be available daily to provide support to students and parents in need. All school sites will ensure that students have devices and connectivity so they can participate in distance learning.

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.]

The Central Unified School District (USD) is committed to the creation of a safe work environment that reflects guidance from the Centers for Disease Control and Prevention (CDC) and local public health officials to mitigate the spread of COVID-19. COVID-19 has propelled the world into unprecedented times. For the first time in over 100 years, we find ourselves developing new processes with the goal of protecting staff, students, parents, and members of the public. Until there is a way to rapidly test individuals entering Central USD buildings or a viable vaccine that will help our community achieve herd immunity, we must rely on mitigation strategies to decrease the spread of COVID-19. Together, we can contribute to the wellness of our schools and community as a whole and protect the most fragile and high-risk individuals around us. Central USD has outlined four stages of reopening with a goal to return to on-campus instruction for all students once it is deemed safe to do so by the Department of Public Health.

Dr. Vohra, Interim Health Officer for Fresno County Department of Public Health, reminds us that it will be a combination of mitigation strategies that will guard us against COVID-19. Proven mitigation strategies include:

- Social distancing (staying at least six feet away from others)
- Wearing a facial covering
- Good respiratory etiquette
- Hand hygiene
- Frequent cleaning and disinfecting of surfaces

Any one of the strategies indicated above could offer some protection against COVID-19. However, in combination with each other, the strategies will offer layers of protection to the people who practice them. There will be times where one approach may not be feasible, but using other strategies can make up for the absence of another. For example, when six feet between people cannot be maintained, we can wear facial coverings and be mindful of the amount of time we are close to protect better those involved. All supervisors and managers are responsible for implementing and enforcing all aspects of this plan. In addition, all employees are expected to adhere to the standards and protocols above.

Central USD buildings will be prepared as noted below:

- Signs will be posted at the main entrance doors with health and safety reminders.
- Six-foot distance markers will be placed at main entrances and other areas where lines may form in Central USD buildings, as appropriate.
- Hand sanitizer will be available at main entrances and other locations in Central USD buildings, as appropriate.
- A drop-off box will be placed in every school site/department for internal correspondence only.
- All visitors must enter the main office entrance when they visit a Central USD school site.

- School sites/Departments are highly encouraged to schedule appointments in advance for all visitors; walk-in visitors will be seen at the discretion of the school site administration/department directors.
- All visitors will be expected to self-certify their health status before entering a Central USD building or school site by answering the health questions on the health screening form for employees/visitors.

Common areas are unique areas that will require modifications, both physically and procedurally, to minimize potential exposure. Disinfection of all common areas has been intensified in accordance with the Disinfecting Protocol. Because these areas may be accessed by others at any time and maintaining six feet of distance may not always be possible, face coverings shall be worn in all common areas, except when eating. Physical barriers (i.e., plexiglass) will be put in place as appropriate at reception desks. Signage will be posted regarding self-certified health screenings, hand hygiene, face masks, and social distancing. Because hallways may not be wide enough to allow passing while maintaining six feet of distance, face coverings shall be worn. Staff and students will not linger in hallways or engage in conversations as this will make the area more congested. Restrooms are to be stocked at all times with sufficient supplies, particularly hand soap. If a multiple person restroom is already occupied, consider using a different restroom if social distancing cannot be maintained. Staff is encouraged to eat their meals in their office or outdoors at a safe social distance. Breakroom seating capacity is reduced. Facial coverings may be removed while eating. Shared items should be taken out of service. Shared items include, but are not limited to, condiments, seasonings, and toasters. Coffee stations, water dispensers, microwaves, and refrigerators may be available for staff use. Staff is strongly encouraged to use proper sanitizing procedures before and after using any shared appliance. Signage promoting proper hygiene and food safety practices, as well as social distancing and use of face masks, will be placed in breakrooms. When using elevators, the district will limit the number of persons to allow six feet of separation and wear a face covering. All staff is asked to consider using the stairs when available and possible.

During all preparation of the meal, the Child Nutrition staff will wash their hands every 30 minutes (timers will be set by the lead cook). They will wear hairnets, clean aprons, gloves, and face covers while standing six feet apart. All surfaces will be sanitized daily before and after use and whenever needed. Breakfast will be served in the classroom or outdoors with physical distancing, weather permitting: All breakfast items will be placed in either a hot bag (red) or cold bag (blue) and will meet School Breakfast Program(SBP) meal requirements. The students must take all items offered. All items not eaten must be thrown away; no items may be kept for later consumption. Breakfast will be dropped off daily by Child Nutrition staff. There will be a Google Sheet labeled with each teacher's name, grade, and room number. The Google sheet contains the class roster. As the student takes their breakfast, the teacher will make a checkmark in the breakfast column. The information must be updated daily, and equipment placed just outside the classroom door for Child Nutrition staff to pick up. All equipment will be immediately sanitized once it is brought back to the kitchen. Lunch will be served in the cafeteria unless weather permits outdoor eating in classroom zones: Staggered lunch schedules will reduce group sizes. Lunch will follow the National School Lunch Program (NSLP) meal pattern noted below:

- The students must take all items offered.
- Students will come through the lunch line, grab milk, and their tray with all other items on it.
- They will sit at an assigned table labeled with stickers as to where they can sit.
- Each school site will have indoor and outdoor seating available.
- All tables will be cleaned and sanitized between groups of students.
- Students will wash/sanitize hands before and after each meal.
- Teachers and noon duty aides will use gloves if assistance is needed to open food containers for any student.

All Middle and High Schools will have grab-n-go breakfast and lunch available for pick up in the cafeteria and snack bar to eat on campus while following social distancing guidelines. At the end of the school day, there will be grab-n-go carts available in the parking lot for students to pick up breakfast and lunch for the next day. All students must have a student ID with them to scan into the point of sale system with no contact. As people return to school sites and offices, Central USD will implement a health screening process on a daily basis for all employees, students, and visitors, prior to entering Central USD office and school settings, as a preventive measure to mitigate the spread of COVID-19.

Central USD employees will be expected to adhere to the following precautions:

- Wear a facial covering in Central USD buildings when social distancing of a minimum of six feet cannot be maintained.
- Wash hands with soap and water for 20 seconds or alcohol-based hand sanitizer before starting work and frequently throughout the day.
- Practice social distancing, sit or stand at least six feet from other people.
- Not shake hands or hug people and not share food or drinks.
- Avoid touching eyes, nose, and mouth with unwashed hands.
- Sanitize the work area before leaving each day.
- Practice proper respiratory etiquette (cover cough and sneezes with a tissue or into the sleeve).
- If an employee starts to feel feverish or have respiratory symptoms, the employee should put on a surgical facemask, isolate themselves, contact their immediate Supervisor, and leave work immediately.

All Central USD employees who report to work (in-person) are required to "self-certify" their health by answering the questions below prior to entering their assigned work location. In addition, employees will receive a daily email reminder to self-certify by answering the questions below.

- Do you have a fever, chills, shaking chills, body aches, headache, new loss of taste or smell, diarrhea, nausea, or vomiting?
- Do you have any of the following respiratory symptoms? New or worsening cough, productive or dry, sore throat, runny nose, shortness of breath that is not related to allergies or asthma?
- To your knowledge, have you had close contact with anyone diagnosed with COVID-19 in the past fourteen (14) days? (close contact is considered as being within six feet of someone, unmasked, for more than 15 minutes at one time.)
- Have you traveled outside of the country in the past fourteen (14) days?
- If an employee answers "no" to the questions above, they can report to work.
- If an employee replies "yes" to any of the questions above, they should put on a surgical facemask, isolate themselves, and notify their Supervisor. The Supervisor will use the COVID-19 Health Screening Decision Tree to determine if an employee remains at work or goes home.

Parents/Guardians of Central USD students will be educated on the need to certify their child's health before their child reports to school (Passive Screening). They will use the following questions as a guide.

- Do they have a fever, chills, shaking chills, body aches, headache, new loss of taste or smell, diarrhea, nausea, or vomiting?
- Do they have any of the following respiratory symptoms, new or worsening cough, productive or dry, sore throat, runny nose, shortness of breath that is not related to allergies or asthma?

- To your knowledge, have they had close contact with anyone diagnosed with COVID-19 in the past fourteen (14) days? (close contact is considered as being within six feet of someone, unmasked, for more than 15 minutes at one time).
- Have they traveled outside of the country in the past fourteen (14) days?
- Do they have a rash, swollen red tongue, or swelling of the hands or feet?

If the parent answers "no" to all questions, they can allow their child to come to school. If the parent responds "yes" to any of the items, they will need to stay home and consult with their doctor. If the student is home ill, the Parent/Guardian will need to call Attendance daily to report the absence. Central USD will engage in active symptom screening as students arrive on campus and buses, consistent with public health guidance, which includes:

Ask all students about COVID-19 symptoms within the last 24 hours.

- Do they have a fever, chills, shaking chills, body aches, headache, new loss of taste or smell, diarrhea, nausea, or vomiting?
- Do they have any of the following respiratory symptoms, new or worsening cough, productive or dry, sore throat, runny nose, shortness of breath that is not related to allergies or asthma?
- To your knowledge, have they had close contact with anyone diagnosed with COVID-19 in the past fourteen (14) days? (Close contact is considered as being within six feet of someone, unmasked, for more than 15 minutes at one time).
- Have they traveled outside of the country in the past fourteen (14) days?
- Do they have a rash, swollen red tongue, or swelling of the hands or feet?

If the student/parent answers "no" to all questions, the student can remain in school. If the student/parent replies "yes" to any of the items, they will need to put on a surgical facemask, go to an isolation area, and staff will review the symptoms using the COVID-19 Screening tool for symptoms. It will then be decided whether they go home and consult with their doctor or remain in school. The School Nurse will use their clinical judgment. If the School Nurse is not on campus, the school staff administration will use the COVID-19 Screening Tool for Symptoms and call the School Nurse with any questions. If the student is sent home ill, the Parent/Guardian will need to call Attendance daily to report the absence. Throughout the day, staff will use a visual health check for signs and symptoms of illness (e.g., excessive sweating, lethargy, or fatigue). If the student upon visual inspection appears ill or reports they feel ill, staff will use the Guidelines for Referral to the Health Office to determine if the reason can be a Classroom-Based Service or a reason to visit the Health Office. Students with minor first aid should be attended to in the classroom or on the playground. This will ensure that well students remain that way and do not bring illness into the classrooms. When the students visit the Health Office, they may be exposed to ill students, including those with fever and communicable diseases. This exposure may bring the illness into the classrooms. In this time of social distancing, we also need to ensure our Health Office is available for students that are ill, receive medical procedures or medication, and there is space available for these students according to social distancing guidelines.

In both school and office settings serviced by a custodian, high-touch surfaces in common areas will be disinfected throughout the day. In the office setting, staff may utilize disinfecting supplies to clean computers, monitors, mouse and keyboards, and personal workspaces. In the

school setting, staff will be provided disinfecting supplies as appropriate. Only approved Environmental Product Agency (EPA) products will be used to clean. All product label instructions shall be followed by anyone using a disinfecting product, paying attention to appropriate Personal Protective Equipment (PPE), and required product dwell time to disinfect effectively. In a school setting, anyone using a disinfecting product must have completed the Healthy Schools Act training offered through the District online safety program (PublicSchoolWorks). Disinfectants should not be applied to items that children might put in their mouths. Cleaning toys and other items used by children should be done with soap and water or an appropriate sanitizing solution. Central USD custodians will disinfect high-touch surfaces in all common areas, including door handles, light switches, reception areas, and restrooms, during the day. Classrooms, including student desks, student chairs, trash cans, in-classroom restrooms, and all hard surface flooring, will be disinfected one time per day. Disinfecting supplies are available to staff in designated areas or by contacting the site custodian. All classrooms and bathrooms are disinfected nightly with an EPA List N disinfectant.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. Central USD recognizes that each of its students and families has different preferences for returning and various criteria that will make them feel safe enough to do so.

Central USD is committed to supporting students that have experienced significant learning loss due to school closures. The district has utilized Professional Learning Communities (PLCs) to analyze student progress and collaborate as teams to diagnose and prescribe reteaching strategies to enable students to catch up and close the learning gap. The PLCs will utilize the assessments below in addition to agreed-upon formative assessments in the classroom to measure learning and adjust instruction to help students catch up. Assessments used to monitor learning status and identify learning loss are noted below.

- Mathematics Diagnostic Testing Project (MDTP) Grades 6-9 Math
- iReady Grades K-8 ELA & Math
- Star Reading K-6 9-12 English Learners ELASmarter Balance Assessment Consortium (SBAC) Focused Interim Assessment Blocks (FIAB) Grades 3-12, ELA & Math
- SCAC Interim Assessment Blocks (IAB) Grades 3-12, ELA & Math
- SBAC Interim Comprehensive Assessment (ICA) Grades 3-12 ELA & Math
- Existing Benchmarks K (Illuminate), ELA & Math
- Educational Software for Guiding Instruction (ESGI) TK/K, ELA & Math (site-based)

Each school site in Central USD has unique needs tailored to their unduplicated students. To address the unique needs, all school sites will be allocated funding based on the number of unduplicated students. All site expenditures taken from this allocation are discussed with stakeholders, and the consensus is reached by the school site council/leadership teams. Expenditures are tied to actions to close learning gaps and are articulated in the school site plan. Site expenditures are expected to principally focus on low-income pupils, ELs, 'Ever ELs', and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures will focus on supplementary instructional materials for early literacy, English learners, and intervention as well as technology hardware and software to support student access to supplementary materials and improved services. Site expenditures may include: additional support personnel, intervention teachers, early literacy reading teachers, additional EL teachers, software to enable English learners, foster youth and struggling readers to access reading skills, or site level training of personnel focused on student access to reduce the learning gaps and/or address learning loss during COVID 19

school closures. The district expects that the implementation of these unique site services will target the unduplicated students and result in higher levels of student literacy and help mitigate learning loss.

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

Description	Total Funds	Contributing
Personal Protective Equipment: masks, gloves etc. Increased supplies of soap, hand sanitizer and hand soap.	2,000,000	No
Plexiglass: Provide separation to avoid close contact in settings that don't allow for social distancing.	50,000	No
Disinfecting Materials: Spray bottles, cloths, paper towels, gloves, and cleaning supplies to support increased disinfection of common areas and high touch surfaces.	2,000,000	No
Floor Decals, Posters, Signs: Visual items to help maximize social distancing, direct traffic, and minimize interaction.	20,000	No
Health Materials: Thermometers and extra supplies for nurses offices.	15,000	No
Custodial Staffing: Increase of cleaning staff to ensure cleaning above and beyond routine schedules to guarantee cleaning of high touch areas.	50,000	No
Site Allocations -Local Control Funding Formula All school sites will be allocated funding based on the number of unduplicated students. All site expenditures taken from this allocation are discussed with stakeholders and consensus is reached by the school site council/leadership teams. Expenditures are tied to actions to close learning gaps and are articulated in the school site plan. Site expenditures are expected to principally focus on on low-income pupils, ELs, 'Ever ELs', and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures will focus on supplementary	1,331,111	Yes

Description	Total Funds	Contributing
<p>instructional materials for early literacy, English learners, and intervention as well as technology hardware and software to support student access to supplementary materials and improved services. Site expenditures may include: additional support personnel, intervention teachers, early literacy reading teachers, additional EL teachers, software to enable English learners, foster youth and struggling readers to access reading skills, or site level training of personnel focused on student access to reduce the learning gaps and/or address learning loss during COVID 19 school closures. The district expects that the implementation of these unique site services will target the unduplicated students and result in higher levels of student literacy and help mitigate learning loss.</p>		

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.]

Central USD's return to the school plan has four stages. Determining which stage classrooms will reopen is dependent on the health and safety guidelines provided by both the CDC and our local Fresno Department of Public Health. The Central USD learning plan takes into account the stages and outlines teaching and learning expectations for the students of Central Unified. Stage 1 addresses the continuity of instruction during distance learning. While on the State Watch List, teachers may telework. Teachers who wish to work onsite while the county remains on the Watch List will be allowed to do so with prior approval from the site administrator. These members will follow all safety protocols set forth by the district, including but not limited to wearing and using the appropriate Personal Protection Equipment (PPE).

Central USD collaborated with stakeholder groups with the ultimate goal of establishing guidelines to provide direction, information, and resources to ensure that the following occurs as we reopen schools in Central Unified:

- All students are connected and engaged by classroom teachers
- Consistent routines and procedures provide predictable structures that improve equitable access for staff, students, and families
- Shared consistency will be promoted across the district with agreed-upon instructional and student engagement best practices, virtual platforms systems, and programs

Stage 1 is a remote or distance learning plan with 100% online instruction is intended to teach students during the required rolling closures. Distance learning is defined as instruction in which the student and instructor are in different locations. No students and limited staff (with administration approval and health screening) are on site. Stage 2 continues with distance learning, but with some staff onsite and in front offices. This stage adds students onsite for 1:1 and small group instruction by appointment. In this stage, schools and offices will be open with modified hours. Stage 3 is a transition to blended learning. Blended learning is a mix of two days of onsite instruction and three days of online learning. During Stage 3, all staff is on campus with a limited number of students as scheduled on their alternate days. Schools and offices are all open for regular hours. Stage 4 will see 100% instruction and learning onsite, with all staff and all students on campus and all schools and offices open.

Students in Central will utilize the core curriculum adopted for use while in distance learning as well as when learning in person. Textbooks and accompanying materials to support the core instruction have been checked out to students for use at home. Electronic versions of the curriculum are accessible through the Clever landing page, which is tailored to each student by grade level. In addition, the assignments are loaded into the LMS for access while in distance learning as well as when we resume in-person instruction; SeeSaw (an optional LMS for TK-2 classes) and Google Classroom for all others. When in-person instruction occurs, the assignments and instruction will continue to be housed in Google Classroom in order to stay prepared for rolling closures if they should occur.

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.]

Based on stakeholder input and the analysis of distance learning data during the spring school closure, Central USD decided to progress to providing a device for every student and internet connectivity via hotspots for those who needed it. Before school opening, Central USD surveyed parents to determine the need for additional devices and connectivity required for distance learning. After analyzing the results of the survey, the district technology department called families that had not responded either to the current survey or earlier outreach during the spring closure. All contacts were documented to allow for ongoing communication. Surveys and phone calls were conducted in the language spoken in the home (English, Spanish, Hmong, Punjabi & Arabic were the most frequent languages required.) Device distribution began the week before school started, and opportunities for pick up were repeated as necessary to make sure every student had materials to connect and participate.

Central USD will provide technology through a school-to-home program in combination with in-classroom access, to improve equity for unduplicated students and to extend educational opportunities beyond the school day. Central USD will provide staff (certificated instructional support coach or ISC & Director of Instructional Technology and classified tech aides at sites) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving student achievement.

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.]

Distance learning will include synchronous and asynchronous instruction, office hours, frequent communication with students/parents, and shall ensure that all students, including English Learners, students with disabilities, McKinney-Vento, and foster and homeless youth receive tiered supports as needed. Following further guidance from the California Department of Education (CDE), State Superintendent of Public Instruction (SSPI), or the Governor, Central USD will implement teaching and learning guidelines, as defined by Central Continuity of Learning Plan. Students will be expected to engage in synchronous daily (live) instruction in accordance with the Student Acceptable Use Policy. The district will adhere to the attendance practices in alignment with CDE Average Daily Attendance (ADA) guidelines. Elementary teachers will take daily attendance; Middle/High School teachers will take attendance at each period. Attendance methods for Distance Learning include a daily assignment on Google Classroom/SeeSaw or visual check-in. Staff will utilize the AERIES student information system to document student contacts. Central USD staff will complete a weekly engagement record to document whether students received synchronous or asynchronous instruction for each whole or partial day of distance learning that is consistent with this LCP and California Department of Education recommendations. The weekly engagement record and daily participation tracking requirements are separate requirements, although daily participation records may be combined with weekly engagement records to meet both requirements.

District-approved curriculum, resources, and lessons shall serve as the core-curriculum for each course. Teachers may use district-approved ancillary materials and develop activities to support and encourage their innovative teaching modalities. Teachers will frequently utilize formative assessment to check for understanding and will follow the Central Standards Pacing Calendar for their grade level or course. Teachers will follow minimum instructional minute requirements when planning daily instruction: (Reduced for 2020-21 EC Sec 34, part 24.5 43501) It is recommended that students receive a maximum of 3 hours of synchronous online learning a day with additional hours of asynchronous learning.

- a. TK / K: 180-mins
- b. Grades 1-3: 230-mins
- c. Grades 4-6: 240-mins
- d. Grades 7-12: 240-mins (approx. 3 hours a week per course)
- e. Continuation High: 180-mins

Teachers will use diagnostic, formative, and summative assessments to determine well being and safety, equity and access to resources, student learning, feedback, and to plan for future instruction. (EC Sec 34, part 24.5 43504, 43509) Required surveys and inventories will be provided in advance of their use. Surveys and inventories will include wellness, inventories of internet, devices, adequate workspace, and food security. Academic assessments will begin with core and supplemental resources from English Language Arts (ELA), English Language Development (ELD), and mathematics.

Grading of distance learning assignments and assessments of end-of-course knowledge and understanding of the subject matter shall be consistent with district policy on grading for equivalent courses.

- a. Syllabi by grade level/course shall include expectations for the type and amount of work to be provided, expectations for completion of the asynchronously assigned task, and clear grading guidelines

- b. Uniform grading practices will be reviewed by School Leadership Teams and shared with Area Administrators to ensure uniformity of practices across the district. Any adjustments that must be made to the course syllabus as it relates to consistency will be sent to parents within the first 15 days of school. Adjusted syllabi must also be submitted to the Principal for support and monitoring.
- c. Use writing samples, choice boards, curriculum-based assessments, interim assessments, and summative assessments to demonstrate learning.
- d. Provide feedback to students before grading work and allow students the opportunity to resubmit assignments to demonstrate understanding.
- e. Grades will be updated and available for students and parents to access at a minimum of once every two weeks.
- f. Parents/guardians will be offered an opportunity to meet online or by phone with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development is a necessary component of Central's success with students and families. A robust, leveled, choice-driven professional development program was rolled out to teachers in late July in order to prepare them for reopening schools. Critical skills to succeed in distance learning were identified, and courses developed with specific success criteria were identified. Teachers were able to select participating in the course asynchronously, join a live synchronous session, and also request 1:1 tutoring if needed. All staff was encouraged to complete Level 1 and Level 2 professional development prior to the start of the school year. In doing so, teachers were able to prepare their Google Classroom / See-Saw classroom (an option for teachers in grades TK-2), recording instructional lessons using Screencast, host live meetings using Zoom and communicate using GoToConnect phone/ text services, Language Line for communication for parents speaking languages other than English and Parent Square. Once Level 1 and 2 sessions were completed and evidence of learning submitted, teachers are able to select courses in Level 3 such as choice boards, music programs, engagement tools, and more. All staff of English Learners will also be required to participate in either synchronous and asynchronous training for Serving English Learners in Distance Learning. Intervention professional development, supporting Students with Disabilities, and courses in creating culturally sensitive campuses are classes in development that all staff will also be expected to attend. All courses are hosted in school Google PD Classrooms in which both site administrators and district staff host as the teachers. When teachers complete their assignments for each course, they can be provided with feedback. In addition, the PD grade book allows easy monitoring for the administration on staff completion of required professional development.

Parent professional development is also in place in Central. The primary need is support for technology, including how to set up an email account, access parent portal, Google Classroom, Parent Square communications, setting up a productive learning space, and logging on to Zoom and Google Meet. Technology support is a necessity in this current instructional setting. The IT staff is responsible for the network, phone, device, and wifi service provisions, and support. Ed Tech staff is supporting professional development and troubleshooting of both software and hardware. Tech Aides are deployed at each school and have been provided additional hours to assist with calls from teachers, students, and parents. Central Unified hosts a Tech Support line for staff and community to use. Once a call is made, a menu of options is provided and dependent on the callers' needs, they are routed to the appropriate staff to assist. Recorded training for the most common

technology needs of our parents has been added to the Parent Resouce page. In addition, our Parent Engagement Coordinator and Home School Liaisons are hosting weekly sessions for parents to not only train but also offer tech support for the skills they need to support their child(ren) at home.

Staff Roles and Responsibilities

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

Before the school year began, district-level discussions started about how staff and instruction would look different this year. All conversations and collaborations with staff were framed in the context of 'All Hands on Deck.' There was a mutual agreement that staff and leadership would commit to be flexible and work together to ensure that the needs of students and families were the first and foremost concern in Central USD. In that spirit, Memorandum of Understandings (MOU) were reached with bargaining units that allowed staff to work outside their regular job descriptions and/or be reassigned as necessary to meet needs. For certificated staff, this manifested as teachers without regular rostered classrooms (instructional coaches, intervention teachers, etc.) were assigned to classroom instruction. This change of role allowed Central USD to reduce class size, eliminate combination classes, and end the practice of using larger schools to place overflow students when other sites were full. Examples of new roles and responsibilities for classified staff included using staff (bus drivers, technology aides, accounting technicians, etc.) for food distribution, online parent registration support, or textbook/device delivery. Classroom and physical education instructional aides are monitoring break out sessions on Zoom or Google meet or supervising small group instruction virtually (under the supervision and direction of a certificated teacher). Intervention specialists and translators are assisting with monitoring student attendance, checking in with students that have not logged on to class, and supporting office staff to manage communications.

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.]

Central USD will provide additional support for students with unique needs, including for English learners, students with special needs, advanced and gifted students, students in foster care, and students who are experiencing homelessness during the period in which distance learning is provided.

English Learners (ELs) will be instructed in both Integrated and Designated ELD. Integrated ELD will consist of the EL components of the core curriculum. While EL students are meeting synchronously, teachers will provide high levels of student talk, multiple peers to peer interactions, small group instruction, and social-emotional learning support. When working online with EL students, teachers will send home books with students in addition to providing any support materials or resources they may need. During Designated ELD (D-ELD), teachers will assign lessons using core ELD materials in tandem with Imagine Language and Literacy supplemental software for ELs to continue working towards English Language Proficiency. If a student needs additional support or requires an assessment in person, staff will arrange 1:1 appointments to make sure all learning needs are met. All health and safety protocols will be adhered to.

Special Education (SPED) staff will coordinate on-campus support with the school and family team for students with an Individualized Learning Plan (IEP) or 504 plan, as students transition between in-person instruction and online / at-home learning. The SPED team will determine which supports can be done during online / at home time and which services are necessary to be delivered on campus, when allowable. Accessibility will be considered when planning online learning. Staff will prioritize inclusion, socializing, and peer connections within health and safety guidelines. In addition, staff will prioritize group services over 1:1 services that can happen remotely. In the event, an assessment or service is required to be conducted in person, health and safety protocols will be adhered to. Central USD will provide resources for families and connect with families to make sure student needs are met. In addition to 1:1 appointments, there may be a need to offer classroom-based instruction for students experiencing significant learning loss due to school closure. Some students with disabilities have IEPs that cannot be implemented via a distance learning model. The nature of these students' disabilities prohibits their ability to access learning online. They cannot attend to, understand, and/or access instruction from teachers and service providers and cannot access peers. For example, a student with a disability may not be able to sufficiently attend and/or be redirected to the instruction given online. Students with disabilities that require highly specialized equipment to learn do not have access to the necessary equipment in the home, and it is impossible to transfer the equipment set up to the home. These students typically receive special education support for up to a full six hours a day and need highly individualized, direct, and hands-on instruction to learn and meet the goals in their IEPs. The California Department of Public Health acknowledges the need for in-person instruction for students with special needs. In the event we are unable to deliver services via remote learning, we will establish protocols to ensure the safety of students and staff, consistent with public health guidance that includes the following:

- All required sanitation and disinfecting protocols will be utilized between students/groups of students during the day, and before and after school.
- Required face coverings and other personal protective equipment ("PPE") will be implemented for students and staff.
- Students will be brought in to work with teachers and service providers on one or two students to staff ratio. This will allow for the required individualization and peer interaction as well as the implementation of IEPs.
- Students will be brought in for 30 to 120 minutes at a time for no more than two (2) days per week.

Advanced and Gifted and Talented Students (GATE) will have a core curriculum that must be differentiated and address the unique needs of intellectual, academically advanced, and highly creative students. Instructional models and strategies are aligned with and extend State Standards. Assignments will include critical and creative thinking skills, where students are required to use the prompts of depth and complexity to judge with criteria and justify their thinking. Assignments for advanced and gifted students will have the appropriate amount of rigor and challenge. Students with specific academic abilities will have opportunities to test- out and be provided challenging extension opportunities such as choice boards, short inquiry, and investigation. GATE Cluster grouping teachers will work together with support staff in order to provide students with both cognitive and affective enrichment opportunities and monitor student learning. Teachers and support staff will work collaboratively to inform and support parents of gifted and advanced students. All instruction will be individualized with flexible grouping or independent study based on choice options in order to increase engagement and reduce redundancy. Independent Learning Plans for gifted/advanced students who require tier III interventions such as subject or grade acceleration will be utilized in order to document and monitor student progress.

Central USD recognizes that services for homeless and foster youth may be the only point of consistent food, caring adults, education opportunities, and safety that they experience. Homeless students and foster youth move frequently and are not the beneficiaries of stable, safe homes. In order to meet the needs of foster and homeless students during distance learning, Central USD will keep in mind that

immediate enrollment for families and students who lack fixed, regular or adequate housing is critical to their educational experience. Central USD's Homeless liaison continues to share contact information via the Central USD website, Parent Square, posters, social media, and county networks. The liaison will continue to message the educational rights afforded to youth experiencing homelessness in any/all areas as possible in addition to reminding teachers of the definition of homelessness and how to reach the homeless liaison recognizing that teachers are communicating directly with families and working with students via distance learning and can be the first to find out if a student is in need. Central USD has included the Homeless Liaison in the process of developing the Learning Continuity and Attendance Plan.

Central USD will provide supplemental staff, instruction, and materials to support the MTSS-Academic Tiers 2-3 via Intervention, before/after school tutoring (when allowable), Saturday School and Summer School to address the academic needs of unduplicated students. In addition to the MTSS-Academic Tier 2-3 services, Central USD will enhance unduplicated students' college awareness by providing access to virtual college tours and information as well as guest speakers to expand knowledge of college and career opportunities. The district will sustain iSchools to offer equity for high poverty, high unduplicated count elementary school sites. iSchool sites will receive supplemental funding, intervention resources, and additional professional development for school leaders as well. These strategies, materials, and services are principally directed toward the unduplicated students and, in our experience, have proven to be effective in meeting the diverse learning needs of this population and will provide access to opportunities they might not otherwise have as well as help them defer any learning loss due to school closure during the COVID 19 pandemic.

Frequently unduplicated students have the least access to technology and connectivity, which is essential for successful distance learning. Central USD unduplicated students will be provided with access and training with digital academic resources and technology to ensure student engagement and support learning. Central USD will provide technology through a school-to-home program in combination with in-classroom access, to improve equity for unduplicated students and to extend educational opportunities beyond the school day. The district continues to support the purchase of Chromebooks to ensure one-to-one access TK-12. In addition, Central USD will provide staff (certificated instructional support coach or ISC & Director of Instructional Technology and classified tech aides at sites) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving student achievement. This action is principally directed toward our unduplicated students, and in our experience has been effective in meeting needs they experience related to technology and digital academic resources to improve student achievement. As a result of providing this technology and staff support, Central USD expects that the unduplicated students will experience increases in ELA and Math performance and become better prepared for college, career, and community.

Unduplicated parent/student feedback indicates that unduplicated students often feel disconnected from school. They have also indicated that school activities both on-site and during distance learning, sometimes do not meet their needs or are not engaging for them. To meet this unduplicated student need, Central USD will provide additional services for the developing Multi-Tiered System of Support (MTSS-Behavior Support Tier 2-3) principally directed toward the unduplicated pupils and effective in meeting their needs around engagement and school connectedness. Central USD will improve and increase services to the unduplicated students by providing additional support personnel such as CenCal Mentoring (at secondary), All4Youth Mental Health Services and Comprehensive Youth Services (CYS) to provide mentoring services focused primarily on unduplicated students to increase student/adult one to one connections at school. As a result of providing this support, Central USD expects that unduplicated students will experience an increase of student engagement and a decrease in suspension rates, thereby improving school climate and increasing graduation rates during all instructional stages this year.

During the 2020-21 school year, Central USD is determined to increase/improve services for unduplicated students to help increase graduation rates and enhance the motivation for students to become college and Career ready regardless of whether instruction takes place in person or during distance learning. To further this goal, Central USD will focus on academic and Career counseling support for students and parents regarding the college admission requirements, career pathways, and community service opportunities. The district will also expand services through a partnership with the Granville Teague Community Resource Center (GTCRC) by featuring academic and college readiness resources for parents and students. It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years as well as improve the graduation rates and college career readiness for unduplicated student groups.

Central USD will provide professional learning for staff to ensure implementation of the Master Plan for English Learners. This professional learning will address appropriate scheduling, progress monitoring, and effective use of data. The district will provide teacher training to develop a deep knowledge of the ELA/ELD Framework and how best to utilize the Integrated and Designated ELD materials. Finally, the district will continue to focus on appropriate systems for the intake and classroom placement of newcomer ELs as well as ongoing support and training for teachers of newcomers. Along with professional development, we will provide in-class or virtual instructional coaching support and supplemental resources that increase teacher capacity for implementation of the ELA/ELD Framework.

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

Description	Total Funds	Contributing
Additional HotSpots to Provide Connectivity	210,000	No
Imagine Learning - ELD Supplemental	137,500	No
Additional School Supplies -At Home Learning	703,770	No
Learning Devices	8,700,000	No
MTSS Tier 2-3 -Academic Support Intervention, before/after school tutoring, Saturday School, and Summer School to address the academic needs of unduplicated students. These services will be provided via distance learning, blended learning, and/or during in-person learning as dictated by health services recommendation. These strategies, materials, and services are principally directed toward the unduplicated students and, in our experience, have proven to be effective in meeting the	11,400,000	Yes

Description	Total Funds	Contributing
<p>diverse learning needs of this population and will provide access to opportunities they might not otherwise have. As a result of providing this service, Central USD expects that the unduplicated students will experience increases in learning and reduce the learning gaps and/or address learning loss during COVID 19 school closures. In addition, Central USD expects that the unduplicated students will experience increases in graduation rate and decreases in drop out rates as well as become better prepared for college, career, and community.</p>		
<p>iSchool Support-Unduplicated Students</p> <p>iSchools will provide equity for high poverty, high unduplicated count elementary school sites. The district will provide additional funding for academic intervention and supports for these designated schools to provide support for unduplicated students through intervention, assessment, and data analysis. These strategies, materials, and services are principally directed toward the unduplicated students and, in our experience, have proven to be effective in meeting the diverse learning needs of this population and will provide access to opportunities they might not otherwise have. As a result of providing this service, Central USD expects that the unduplicated students will experience increases in learning and reduce the learning gaps and/or address learning loss during COVID 19 school closures. In addition, Central USD expects that the unduplicated students will experience increases in graduation rate and decreases in drop out rates as well as become better prepared for college, career, and community.</p>	205,000	Yes
<p>Zones of Regulation Materials</p>	9,300	No
<p>Career and Academic Counseling /College Awareness for Unduplicated Students</p> <p>In order to increase graduation rates and enhance the motivation for students to become college and Career ready regardless of whether instruction takes place in person or during distance learning. To further this goal, Central USD will focus on academic and Career counseling support for students and parents regarding the college admission requirements, career pathways, and community service opportunities. The district will also expand services</p>	530,000	Yes

Description	Total Funds	Contributing
<p>through a partnership with the Granville Teague Community Resource Center (GTCRC) by featuring academic and college readiness resources for parents and students. It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years as well as improve the graduation rates and college career readiness for unduplicated student groups.</p>		
<p>MTSS Tier 2-3 Behavioral Supports</p> <p>Current data indicates that unduplicated students often feel disconnected from school. Students have also stated that school activities both on-site and during distance learning, sometimes do not meet their needs or are not engaging for them. To meet this unduplicated student need, the district will provide additional services for the developing Multi-Tiered System of Support (MTSS-Behavior Support Tier 2-3) principally directed toward the unduplicated pupils and effective in meeting their needs around engagement and school connectedness. Central USD will improve and increase services to the unduplicated students by providing additional support personnel such as CenCal Mentoring (at secondary and 14 elementary schools) and California Youth Services (CYS) to provide mentoring services focused primarily on unduplicated students to increase student/adult one to one connections at school. As a result of providing this support, Central USD expects that unduplicated students will experience a decrease of suspension rates as well as an increase of student engagement, thereby improving school climate and increasing graduation rates during all instructional stages this year.</p>	2,794,970	Yes
<p>Home2School Program-Staffing</p> <p>Central USD will provide technology through a school-to-home program in combination with in-classroom access, to improve equity for unduplicated students and to extend educational opportunities beyond the school day. Central USD will provide staff (certificated instructional support coach or ISC & Director of Instructional Technology and classified tech aides at sites) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving student achievement. Frequently unduplicated students have the least access to technology and connectivity, which is essential for successful distance learning. Central USD unduplicated students will be provided access and</p>	1,100,000	Yes

Description	Total Funds	Contributing
<p>training with digital academic resources and technology to ensure student engagement and support learning. Central USD will provide technology through a school-to-home program in combination with in-classroom access, to improve equity for unduplicated students and to extend educational opportunities beyond the school day. The district continues to support the purchase of Chromebooks to ensure one-to-one access TK-12. This action is principally directed toward our unduplicated students, and in our experience has been effective in meeting needs they experience related to technology and digital academic resources to improve student achievement. As a result of providing this technology and staff support, Central USD expects that the unduplicated students will experience increases in ELA and Math performance and become better prepared for college, career, and community.</p>		
<p>Systems & Support-EL Services- Central USD will provide professional learning for staff to ensure implementation of the Master Plan for English Learners.</p>	257,800	No
<p>Classroom Supplies-Distance Learning</p>	1,000,000	No
<p>Productivity Software-Google Enterprise, Zoom, See Saw, GoToConnect, Language Line, Screencastify</p>	114,330	No
<p>Learning Software-iReady, Edgenuity, Calvert, SPED & Elective</p>	426,335	No
<p>Professional Development Distance Learning-Teacher Pay</p>	740,000	No
<p>Licensed Vocational Nurses-Extra Time</p>	40,000	No

Pupil Learning Loss

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

Central USD will work with digital systems in place to diagnose student needs. Assessments from ELA and Math used to monitor learning status and identify learning loss are noted below.

- Smarter Balance Assessment Consortium (SBAC) Focused Interim Assessment Blocks (FIAB) Grades 3-12, ELA & Math
- SCAC Interim Assessment Blocks (IAB) Grades 3-12, ELA & Math
- SBAC Interim Comprehensive Assessment (ICA) Grades 3-12 ELA & Math
- Mathematics Diagnostic Testing Project (MDTP) Grades 6-9 Math
- iReady Grades K-8 ELA & Math
- Star Reading K-6 9-12 English Learners ELA
- Imagine Learning Designated ELD
- Existing Benchmarks K-1 (Illuminate), ELA & Math
- Educational Software for Guiding Instruction (ESGI) TK/K, ELA & Math (site-based)

Other content area curricula, including science, history-social science, foreign language, health science, and electives, will use board adopted curriculum-based assessments to diagnose needs and measure growth.

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.]

Diagnostic and prescriptive tools that work well in remote learning are being acquired for use in screening, diagnosing specific needs, and monitoring the mitigation of learning loss. iReady will be implemented for use in grades K-8 for both ELA and Mathematics. Teachers are scheduled to receive initial training on the diagnostic instrument in August. Follow up training once the assessment is administered is scheduled to assist teachers in identifying learning loss, prescribing instructional plans for each student, and monitoring progress. At the high school level, Mathematics Diagnostic Testing Project (MDTP) will be expanded for use up through Math 3 courses. It has been used for many years as a placement assessment in our mathematics program. Training to extend its use to identify skill deficits and necessary interventions is scheduled to occur this fall. Intervention tools are in review for use for high school literacy and will be added this fall. In all cases of intervention, our tiered systems of support will be utilized. Teachers will provide support for learning loss in small groups during the morning or afternoon learning blocks. Tutoring support will be added in for students two or more years behind, and this support will be

scheduled in the afternoons utilizing categorically funded certificated teachers and support staff during both the school day and through ASES after school program. While in distance learning, Central USD has transitioned instructional coaches and reading intervention teachers to reduce class size, eliminate combination classes, and prevent student transfers due to overflow at their home school site.

Staff is also concerned about the health and wellness of students. Zones of Regulation is being implemented as a daily screener for students to be identified for assistance. Monday Class meetings are held to deliver social-emotional lessons and to build classroom connections with students as a way to avoid feelings of fear and isolation. Referrals to the schools' Behavior Academic Intervention Team (BAIT) will be made for any students who show signs of distress or self-report or exhibit specific concerns. Tier 2 support will be added and may include mentoring from Central4Kids, Cen Cal Mentors, or group counseling led by school intervention counselors. Students that do not respond to supports provided by the classroom teacher and tier 2 staff will be referred to receive Tier 3 support. Tier 3 support is not in place of the support being provided by the classroom teacher, Central4Kids mentor, Cen Cal Mentor, or intervention counselor. Specialist support will be added to the student's services and may include trained clinical support through school psychologists, SAFE team marriage family therapist, or social worker, as well as from one of our contracted agencies: All 4 Youth and Comprehensive Youth Services. Data for social-emotional wellness, including basic needs such as food and home security, will be conducted at least twice monthly at the school level. Quarterly service reports will be provided to the district in order to evaluate the effectiveness of districtwide services and adjust as needed by our students.

Central USD will provide and expand parent outreach services through highly trained support staff including 4 Community Liaisons- Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, a Family Outreach Liaison at secondary (Spanish) and interpretation/translation personnel- (Spanish, Punjabi, Hmong) available to all schools. These staff members will focus on unduplicated students (EL, foster, low income) and their families to provide support and access to resources to help them engage at school and to reduce learning loss. Due to a marked increase in Punjabi speakers in our district, Central USD will work with an outside contractor to expedite the translation of necessary district documents in Punjabi. The parent outreach services and liaisons will collaborate with the district's Homeless Liaison to ensure the needs of homeless, foster youth, and other students with exceptional needs are identified by site so that appropriate tiered supports for both academic and social-emotional learning can be provided.

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.]

Central USD is committed to supporting students that have experienced significant learning loss due to school closures. The district has utilized Professional Learning Communities (PLCs) to analyze student progress and collaborate as teams to diagnose and prescribe reteaching strategies to enable students to catch up and close the learning gap. The PLCs will utilize the assessments below in addition to agreed upon formative assessments in the classroom to measure learning and adjust instruction to help students catch up. Assessments used to monitor learning status and identify learning loss are noted below.

- Smarter Balance Assessment Consortium (SBAC) Focused Interim Assessment Blocks (FIAB) Grades 3-12, ELA & Math
- SCAC Interim Assessment Blocks (IAB) Grades 3-12, ELA & Math
- SBAC Interim Comprehensive Assessment (ICA) Grades 3-12 ELA & Math
- Mathematics Diagnostic Testing Project (MDTP) Grades 6-9 Math

- iReady Grades K-8 ELA & Math
- Star Reading K-6 9-12 English Learners ELA
- Imagine Learning Designated ELD
- Existing Benchmarks K-1 (Illuminate), ELA & Math
- Educational Software for Guiding Instruction (ESGI) TK/K, ELA & Math (site-based)

Other content area curricula, including science, history-social science, foreign language, health science, and electives, will use board adopted curriculum-based assessments to diagnose needs and measure growth.

In order to evaluate the effectiveness of pupil learning loss strategies, school intervention teams will monitor student progress in learning loss mitigation, and students needing additional support will be provided Tier 3 intervention support with available staff for more intensive support, smaller group size, different materials, and more time. Data collection will occur every 8-12 weeks, depending on the requirements of the instrument in use, and will be shared with the School Leadership Team as well as the district staff so that both can adjust for the current needs. As soon as it is safe to bring small groups of students together on campus, Central Unified will be prepared to conduct intersession and extended summer learning sessions to meet the needs of students. The parameters for health and safety when conducting these sessions will follow our Summer Learning Pilot, held in July 2020, approved by the Department of Public Health.

In an effort to engage parents of struggling students and defer the effects of unduplicated student learning loss, Central USD will continue to provide parent outreach services through highly trained support staff including Four Community Liaisons- Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, a Family Outreach Liaison at secondary (Spanish) and interpretation/translation personnel- (Spanish, Punjabi, Hmong) available to all schools. These staff members will focus on SWD, unduplicated students, and families to provide support and access to resources to help them engage at school and close achievement gaps. These services are expected to be effective because we know studies show there is a positive correlation between parental engagement at school and improved student performance.

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

Description	Total Funds	Contributing
<p>Home School Liaisons</p> <p>Central USD will continue to provide parent outreach services through highly trained support staff including Four Community Liaisons- Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, a Family Outreach Liaison at secondary (Spanish) and interpretation/translation personnel- (Spanish, Punjabi, Hmong) available to all schools. These staff members will focus on SWD, unduplicated students, and families to provide support and access to resources to help them engage at school and close achievement gaps. These services are expected to be effective because we know studies show there is a positive correlation between parental engagement at school and improved student performance</p>	<p>200,000</p>	<p>Yes</p>

Description	Total Funds	Contributing

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Central USD recognizes that the COVID 19 pandemic has created high levels of worry and stress due to the disruption of daily lives and concern about the physical health of oneself and others. Many families have experienced job loss and, with that, financial strain. With this added stress, staff will need additional supports in place along with training on how to use those supports, in order to adequately address the social-emotional learning (SEL) needs of students. Without adequate SEL support, students will be unable to focus on the task of learning and engaging in school. Central USD has taken steps to plan for teacher training in SEL to be used during all stages of the LCP. Resources for SEL curriculum training (Second Step/Suite 360 curriculum) are posted in Central USD teacher resource page and include a K-6: Second Step Pacing Calendar, a 7-12: Suite 360 Pacing Calendar & Themes by Week, a Wellness Screener Tool, and guidance for how to support wellness during the Monday morning class meetings. Additional supports include ongoing professional learning about zones of regulation, bullying prevention, ideas for class meetings, and supplemental resources for students and families. Second Step has added specific COVID 19 recorded lessons and professional learning for teachers to use with students, resources for families (including free access to videos, songs, and podcasts so parents can support and expand SEL with their children.) School staff can also refer to the district's school psychologists, interventions counselors, Licensed Clinical Social Worker, and Licensed Marriage Family Therapist for students they believe may have more specific needs. These support staff can provide group and individual counseling as well as provide parents with community resources for outside support.

Central4Kids, a Central USD mentoring program, will be embedded in our tiered SEL support system. Teachers will provide Tier 1 SEL support during their Monday class meetings and throughout the week to students during office hours. Students that are not responding to the tier 1 support and continue to disengage or show signs of distress will be recommended to the site Behavior and Academic Intervention Team spell (BAIT) or Positive Behavioral Intervention & Support team (PBIS). Teams will receive the names of mentors and match mentors with students in need. Mentors will participate in the Central4Kids mentor program as developed, providing updates back to the BAIT/PBIS team. If a student(s) continues to disengage and signs of distress increase, the student will be referred via the BAIT/PBIS team to clinical support. Other options include the district SAFE team, Comprehensive Youth Services, or All4Youth. Central USD will refine and support a Multi-Tiered System of Support (MTSS Social/Emotional Tier 2-3) for unduplicated students to ensure a system of supports for students' social/emotional learning. Providing this support will decrease disengagement for unduplicated students. Central USD will offer additional services to the unduplicated pupils by refining social/emotional learning programs, including the social/emotional counseling of students and the services of the district support team to assess and provide services to high need students and families. (SAFE) In addition, secondary

counselors will work with intervention staff, school psychologists, and classified/certified staff to meet the needs of students, provide positive and safe learning environments.

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.]

Central USD recognizes that the onset of the COVID 19 pandemic and school closures have challenged the connection between students and schools. This challenge can directly influence student engagement and school attendance. Many students are living in homes where family members have lost their job due to business closures or illnesses. With unemployment, families are quickly facing the stresses of the specter of homelessness. In the face of these challenges, schools must face the realities of how to encourage and track attendance and reduce chronic absenteeism and increase student engagement. In response to this need, Central USD has structured the outreach and engagement of students into three tiers.

Tier 1

Central USD has moved quickly to reestablish contact with students and families that have not been in touch during school closure. Calls and surveys have reached out to families in English, Spanish, and Punjabi. As school resumes, classroom teachers are the baseline for engagement, outreach, and attendance. SB 98 provides that all LEAs must document the daily participation of each student on each school day. If the student does not participate in distance learning, then they must be marked absent. Participation includes, but is not limited to "evidence of participation in online activities, completion of regular assignments, completion of assessments" and contact with an employee of the LEA and the student or the parent/guardian of the student. A student is considered present if they log in and there is daily live interaction/instruction or asynchronous participation. Students can fulfill daily minimum instructional minutes through asynchronous/synchronous learning. In addition to monitoring attendance, Central USD will ensure that a "weekly engagement record" is completed for each student participating in distance learning. This engagement record will be reflected in the AERIES student information system via "notes" in the attendance screen. For purposes of tracking average daily attendance, the district will document regular student participation when providing distance learning. In addition to daily attendance, a weekly engagement record will be completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying regular participation, and tracking assignments (e.g., the teacher grade book). Site attendance secretaries will follow up to verify and assist in recording attendance in Aeries. If a student is marked absent, the school secretary will contact the parent to confirm absence and enter the appropriate 'Distance Learning Not Engaged' code and corresponding 'Attendance Note Code.' Due to daily schedule variations, some teachers may be delivering distance learning in separate times, such as morning or afternoon. For those situations, attendance and outreach from attendance

secretaries should follow after the teacher has had an opportunity to document attendance. For middle and high schools, if a student is absent for multiple periods, one contact for the day is sufficient.

Tier 2

When a Central USD student is deemed to have chronic absenteeism or has articulated barriers to regular attendance, the attendance secretary will provide the student name to the school administration for follow-up. Bilingual Liaisons or the Language Line are used to communicate with parents that speak a language other than English. There may be unique situations that prevent a student from receiving typical daily live interactions. In this case, communication between the parents and teacher or school administrator should take place for consideration of approval for an alternative plan that provides a comparable level of service and maintains school connectedness. The alternative plan will need to be a site administrator/site SARB attendance team decision.

Tier 3

Central USD will activate more intensive outreach when a student is absent three or more days in a week. When this occurs, Attention 2 Attendance (A2A) will generate attendance letters in response to the absences. Site staff will work with bilingual staff or Language Line services to contact the parent in their identified language of correspondence. If there is no improvement in student attendance and/or adherence to the alternative plan, the Student Attendance & Review Board (SARB) coordinator will be advised, and the site administration should begin the site SARB process.

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 recognizes that many of the children in its school community may lack access to nutritious meals on a regular basis. To address this need, the district began providing drive-thru and walk-up meal pickup at multiple schools located throughout the district during the closure of schools this past spring and continued distribution through the end of the 2019-20 school year. Distribution continued each week throughout the entire summer break to our community. During distance learning in 2020-21, drive-thru pickup for breakfast and lunch meals are being provided at most schools. Students residing in remote and rural areas that are not within walking distance to schools (Central HS-West, Madison, Houghton-Kearney, Pathway/Pershing, & Roosevelt) are provided food distribution at community bus stops and large apartments complexes and mobile home parks. All individuals at pickup sites are required to practice appropriate social distancing and avoid close contact with others. Once the district transitions from distance learning to in-person instruction, elementary school students will receive breakfast and lunch in the classroom, or student cohorts will be served either outdoors or in the cafeteria with staggered lunch schedules to reduce group sizes. Secondary students will be able to pick up grab and go breakfast and lunch meals in the cafeteria and snack bar to eat on campus while maintaining social distancing guidelines. All district staff is required to complete a health assessment prior to commencing work. Staff must use personal protective personal equipment and sanitize surfaces before and after student use.

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 and Emotional Well-Being	<p>MTSS Tier 2-3 -SEL</p> <p>Unduplicated students have higher suspension rates as identified in the CA School's Dashboard, and Central USD will provide additional services (SAFE Team) to the unduplicated pupils by refining social/emotional learning programs including the social/emotional counseling of students and the services of the district support team to assess and provide services to high need students and families. In addition, secondary counselors will work with intervention staff, school psychologists, and classified/certified staff to meet the needs of students, provide positive and safe learning environments in all stages of learning during 20-21. The district has added and will continue to include seven schools in the training and support to staff a "thinkery" center that is consistent with the practices of Discipline That Restores (DTR). As a result of providing this support, Central USD expects that unduplicated students and SWD will experience decreases in suspension rates and increases in attendance rates.</p>	2,700,000	Yes
N/A	<p>All other actions to implement the Learning Continuity Plan (LCP) in the areas of in-person instructional offerings, distance learning, pupil learning loss, pupil engagement and outreach, and school nutrition are including in the preceding sections of this plan.</p>		No

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
24.12%	\$31,359,695

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 supporting details required in this prompt are unique to each action/service included in this plan. Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups. The specific contributing actions included in this plan are:

1. Site Allocations: Expenditures are tied to actions to close learning gaps and are articulated in the school site plan. Site expenditures are expected to principally focus on low-income pupils, ELs, 'Ever ELs', and Foster Youth, and other subgroups identified to close achievement gaps.
2. MTSS Tier 2-3-Academic: Central USD will provide supplemental staff, instruction, and materials to support the MTSS-Academic Tiers 2-3 via intervention, before/after school tutoring, Saturday School and Summer School to address the academic needs of unduplicated students. These services will be provided via distance learning, blended learning, and/or during in-person learning as dictated by health services recommendation.

3. iSchool Support: The district will sustain iSchools to provide equity for high poverty, high unduplicated count elementary school sites. The district will provide additional funding for academic intervention and supports for these designated schools to provide support for unduplicated students through intervention, assessment, and data analysis.
4. Career & Academic Counseling: Central USD is determined to increase/improve services for unduplicated students to help increase graduation rates and enhance the motivation for students to become College and Career ready regardless of whether instruction takes place in person or during distance learning.
5. MTSS Tier 2-3-Behavioral: Unduplicated parent/student feedback indicates that unduplicated students often feel disconnected from school. They have also indicated that school activities both on-site and during distance learning, sometimes do not meet their needs or are not engaging for them. To meet this need, Central USD will provide additional services for the Multi-Tiered System of Support (MTSS-Behavior Support Tier 2-3) principally directed toward the unduplicated pupils and effective in meeting their needs around engagement and school connectedness.
6. Devices & Home2School: Central USD will provide access to technology and staff support through a school-to-home program in combination with classroom access, to improve equity for unduplicated students and to extend educational opportunities beyond the school day.
7. Home School Liaisons: Central USD will continue to provide parent outreach services through highly trained support staff including Four Community Liaisons- Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, a Family Outreach Liaison at secondary (Spanish) and interpretation/translation personnel- (Spanish, Punjabi, Hmong) available to all schools.
8. MTSS Tier 2-3 -SEL: Central USD will provide additional services (SAFE Team) to the unduplicated pupils by refining social/emotional learning programs, including the social/emotional counseling of students and the services of the district support team to assess and provide services to high need students and families.

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

The “contributing” actions/services are principally directed toward our English learners, low income, and foster students (also known as unduplicated students) and designed to help Central USD balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students, and community members, to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 24.12% using the dollar amount of \$ 31,359,695. By directing all the supplemental and concertation funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district

has demonstrated that it has met the minimum proportionality percentage by expending \$31,359,695 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in the approved 2019-20 Local Control Accountability Plan. In addition to the actions/services described in this plan as “contributing,” the following describes other actions/services that contribute, including MTSS Academic, Behavioral, & SEL Tiers 2-3; site allocations and iSchool support; career/academic counseling; community liaisons, and Home2School device programs.

All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Central USD. Since our unduplicated student population count is 75%, all of these actions and services are being performed on a school-wide or district-wide basis in order to increase efficiency delivery and effectiveness of these actions and services. In addition, using the same calculation tool, the proportionality percentage has been calculated at 24.12%. Central USD has demonstrated that it has met the 24.12 % proportionality percentage by expending all \$31,359,695 funds on actions and services that are principally directed towards the unduplicated student population as summarized in this plan in addition to utilizing remaining funds for certificated salaries and benefits of teachers of unduplicated students as noted in the 2019-20 LCAP.