

Dinuba Unified Learning Continuity and Attendance Plan (2020-21)

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

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General Information

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

The COVID-19 pandemic that affected the world, the country, and the state of California led to a decision to close all Dinuba Unified schools on March 13, 2020. This decision included a plan to shift all students in Dinuba Unified to distance learning for what would end up being the remainder of the 2019-2020 school year. These decisions were made utilizing guidance from both federal, state, and local educational and health agencies. Distance learning included short term and long term actions designed to provide students with a blended model using online resources and print based material aligned with Common Core State Standards in core academic areas. The district ended the 2019-2020 school year with all campuses closed and all students participating in Distance Learning.

On July 17, 2020 Governor Newsom announced that schools in counties on the state's monitoring list for COVID-19 must start the school year providing only Distance Learning. Tulare County is one of those counties on the state monitoring list due to an increase in COVID-19 cases, hospitalizations and deaths. The city of Dinuba is among the county communities with high numbers of combined cases being investigated and closed.

Thus, it has been imperative to train Dinuba staff and support families with devices and internet access to offer a more rigorous and supportive experience during the 20-21 school year. Dinuba must also be prepared for the changing conditions of the pandemic and the transition between distance learning and in person learning.

Stakeholder Engagement

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

Dinuba Unified School District engaged in extensive efforts to obtain stakeholder input during the spring and summer of 2020. Dinuba has approximately 6,600 students distributed across 9 school campuses. A variety of methods were used to obtain feedback in preparation for the 20-21 school year. These efforts included parent focus groups, teacher/staff focus groups, parent, and staff surveys.

A total of 23 one hour focus groups were held for stakeholders across the district. These focus groups included:

- Parent Focus Groups for each school site for a total of 9 focus group meetings in Spanish and English
- District Level Parent Focus Groups with the the superintendent
 - Parents of students in Kindergarten-Sixth Grade in Spanish and English
 - Parents of students in 7th - 12th grade in Spanish and English
- DELAC Parent Focus Group held in Spanish and English
- Special Education Parent Focus Group held in Spanish and English
- 9 Teacher Focus groups

The focus group questions were open-ended and allowed for the collection of qualitative data which could be analyzed for trends. Questions for parents included:

- What worked for your child/children during the distance learning portion of the year? What were the difficulties? (What are some suggestions you might have?)
- What worked for you as a parent during the distance learning portion of the year? What were the difficulties? (What are some suggestions you might have?)
- What do you and your children need if we continue with distance learning next year?
- What concerns, questions, or ideas do you have when considering a return to in-person learning in some form or at some time next school year?
- If you were to rate district or school communication on a scale of 1-5 (1 lowest rating - 5 for highest), what would you rate our communication this year? Why?

Questions for teachers included:

- What ideas/approaches are you trying during distance learning?
- What worked? Didn't work?
- What are your hopes for distance learning and/or a blended model next year?
- What are your concerns about distance learning and/or a blended model for next year?
- How can we best help prepare you for the distance mode of instruction?
- What concerns, questions, or ideas do you have when considering a return to in-person learning in some form or at some time?

Site and district administrators took part in the parent and teacher focus groups. Site administrators also participated in weekly meetings with district administrators to provide their input and help shape various aspects of the plan. These meetings started in May and continued through September.

Additionally, parent and teacher surveys were conducted. The parent survey had 2,386 respondents, which represented at least half of all parents in the district. The teacher survey had 236 respondents, which represented 74% of Dinuba teachers. The surveys were comprehensive and included technology training needs assessment, curriculum needs assessments, and offered opportunities for input on scheduling, support needed for students, and support needed for families. Lastly, online registration was conducted for all TK-12 students and included specific questions about internet access needs and transportation needs. All surveys were available in Spanish and English.

The bargaining units also met to give input on schedules, safety precautions, curricular needs, professional development, and roles/responsibilities under blended and distance learning models. An MOU with The Dinuba Teachers' Union and the District was approved on July 30, 2020.

- [Dinuba Teachers' Association \(DTA\) and District MOU - 7-30-20](#)
- [DUSD and CSEA Dinuba Chapter 152 MOU \(Tentative Agreement - awaiting ratification\)](#)

The DELAC and Parent Advisory Committee also met to provide feedback and input on the plan on September 9, 2020. The plan was presented to the committee, and parents discussed their experiences thus far with distance learning - what was working and what additional supports were needed to help parents manage their students' distance learning schedule. Members felt the plan was comprehensive and provided no additional recommendations. Some members expressed a desire for an option to continue in independent study when students return to in person learning. That option is part of the DUSD Learning Continuity Plan. Questions and comments were recorded and will continue to be recorded during DELAC and PAC meetings in order to provide written feedback to the committees and capture elements that may inform revisions of the Plan.

The superintendent's annual goals have been written specifically to address elements of the Learning Continuity Plan to ensure student achievement and student safety. The Chief Academic Officer provides bimonthly reports to the School

Board, and board subcommittees in the area of curriculum, facilities, budget, and human resources are also places where the Dinuba Unified School Board provides input and feedback to shape the Learning Continuity Plan.

(A description of the options for remote participation in public meetings and public hearings)

Using guidance from the Department of Public Health restricting group sizes and reducing the spread of COVID-19, Zoom meetings were utilized for all focus groups allowing for remote participation. Additionally, the community was able to give input during the public input portion of the scheduled Board meetings. These meetings were publicized through a variety of avenues such as: district-wide mass notification systems (Blackboard telephone calls and text messages), social media (Facebook: district and site pages), the district website, and personal invitation. Meetings were configured to allow people to join via computer or phone. Another method for collecting input utilized by the district was electronic surveys. The surveys were sent to families via electronic communication, social media, and district website postings.

(A summary of the feedback provided by specific stakeholder groups)

Throughout the course of the focus groups, several overarching concerns arose regarding equity and access for all students in a distance learning instructional delivery model. The following is a summary of the feedback (ideas and patterns) that emerged from a variety of the stakeholder groups outlined above:

- The rigor of the provided work should be increased.
- Work packets for students in grades TK-8 did not provide sufficient work when compared to work completed during a regular school day.
- Families wanted regular and predictable contact with their child's teacher.
- Families wanted clarity on what platforms students would use (i.e. Google Classroom -v- SeeSaw, Remind -v- Class Dojo).
- Families wanted to know when and how teachers would communicate regarding work assignments as well as general class information.
- Teachers wanted more training related to online teaching and learning.
- Parents worried about their lack of internet access and lack of electronic devices.
- Parents worried they couldn't help their child/children enough due to language barriers and inexperience with technology.
- Students lacked motivation during the "hold-harmless" period.

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

The district used the input from staff and families to plan for both in-person and distance learning in the 2020-2021 school year. The areas most heavily impacted by the feedback were access to instruction and communication. In the area of access to instruction, the following action items were taken:

- Because families indicated that they wanted consistency in regard to the work assignments, a core of instructional platforms was adopted. SeeSaw and Google Classroom were implemented as the Learning Management System (LMS) or learning platform.
- Families indicated they wanted more contact with their child's teacher so Remind and Class Dojo were adopted for teacher-family communication. Additionally, a district-wide task force created a standardized synchronous teaching/live instruction schedule as well as designed set office hours so parents could depend on routine interaction with their teacher. This schedule, along with other pieces of the "reopening plan" were agreed upon by the Dinuba Teachers Association. The bargaining unit made a suggestion that the high school synchronous

teaching take place in the afternoon to allow the high school students the ability to help younger siblings and alleviate the demand on the internet bandwidth. This suggestion was adopted into the final plan.

- Families mentioned that they were concerned about electronic connectivity for their children and the following actions were taken: Every child in grades TK-12 were provided with a Chromebook. Also, any student who reported that they did not have internet access at home was provided with an access code for Comcast's Internet Essentials program which allowed them free internet access. If a student lived where Comcast Essentials was not an option, the district provided the student with a portable hotspot (MiFi device).
- To bring consistency to classwork for students and families, a district protocol was developed to identify "drop days" (days when work is uploaded to the LMS).
- To address teachers' desire for training on instructional technology platforms, the district designed two professional development days for teachers in which they could select training courses on the online platforms to be used in the upcoming school year (i.e. Google Classroom, Zoom, SeeSaw, Smarty Ants, etc.) Additionally, teachers were paid a stipend for two additional optional days to virtually attend training in online instructional tools from either Fresno County Office of Ed. or Tulare County Office of Ed. and to have a full team collaboration and planning day with technical assistance available.
- Because the district was able to provide chromebooks and internet access for all students, teachers were able to move instruction online for students in grades TK-12. This allowed teachers to utilize online versions of their adopted curricular programs and return their instruction to the rigor provided in the regular classroom.
- In order to meet students' needs, whether it be mitigation of learning loss or enrichment, several supplemental online programs were purchased to meet student individual needs. Some of these programs included (Waggle ELA, Waggle Math, Smarty Ants, Achieve 3000, Raz Kids, etc.)
- Inservices for families of TK-6 students provided a strong start to the online learning experience and also addressed multiple issues parents brought forth during the parent forums. Each family met with their child's teacher to get hands-on training with their chromebooks, they also received their class schedule and signed up for the teacher's communication system (Remind or Class Dojo). At that time, families were asked about their internet status and if needed, a follow-up call was made to the family to arrange internet access through either Comcast or a district provided hotspot.
- The district also recognized that with the amount of chromebooks in students' homes, tech support would be needed. Thus, the district help desk/tech hotline which was originally designed only for district use was expanded to allow families an option for addressing technology issues.

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 California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. Any county that does not meet the state's benchmarks is put on the County Monitoring List.

When data indicates that it is safe for schools to reopen, Dinuba will offer a blended instructional model where half the students are on campus at a time - learning in person two days a week and learning from home both synchronously and asynchronously three days a week. Before the blended model fully begins, small groups of students with exceptional

needs will be prioritized for in person learning under current state guidance. The in person blended learning model schedules are below:

Grades TK-6 Blended Learning Model



	Monday - Tuesday	Wednesday-Thursday	
Grades TK-K	Teacher A - In Person Core Content Area Instruction (ELA/ELD, Math, Science or History) AM Group A: 8am - 11am PM Group A: 12pm - 3pm	Teacher B - In Person Core Content Area Instruction (ELA/ELD, Math, Science or History) AM Group B: 8am - 11am PM Group B: 12pm - 3pm	Friday Staff Day Group A/B - Distance
	Teacher B-Distance Teaching Synchronous/Asynchronous Teaching Support	Teacher A-Distance Teaching Synchronous/Asynchronous Teaching Support	
	PE instruction during lunch and/or recess with PE staff		
Grades 1-6	Group A - In Person Core Content Area Instruction (ELA/ELD, Math, Science or History) 8:00am - 2:10pm	Group B - In Person Core Content Area Instruction (ELA/ELD, Math, Science or History) 8:00am - 2:10pm	Teacher Prep Monday "Drop" and In Person lessons <u>PLC</u> <u>Office Hour</u> <u>Grade Level Collaboration</u> <u>Small Group Instruction</u> Optional <u>Professional Learning</u> <u>Student Services</u>
	Group B-Distance Learning Classroom Assignments, VAPA, Library Read-Aloud	Group A-Distance Learning Classroom Assignments, VAPA, Library Read-Aloud	
	Teacher Prep - 2:20-3:05		



Washington Intermediate Blended Learning Model



7th Grade		8th Grade		
Mon/Tues Group A - In Person Group B - Distance	Wed/Thurs Group B - In Person Group A - Distance	Mon/Tues Group A - In Person Group B - Distance	Wed/Thurs Group B - In Person Group A - Distance	Friday Staff Day Group A/B - Distance
<u>Period 1</u> 8:00-8:50 <u>Period 2</u> 8:55-9:45 <u>Period 3</u> 9:50-10:40 <u>Period 4</u> 10:45-11:35 <u>Period 5</u> 11:40-12:30 <u>LUNCH</u> 12:30-1:10 <u>Period 6</u> 1:15-2:05 <u>Period 7</u> 2:10-3:00	<u>Period 1</u> 8:00-8:50 <u>Period 2</u> 8:55-9:45 <u>Period 3</u> 9:50-10:40 <u>Period 4</u> 10:45-11:35 <u>Period 5</u> 11:40-12:30 <u>LUNCH</u> 12:30-1:10 <u>Period 6</u> 1:15-2:05 <u>Period 7</u> 2:10-3:00	<u>Period 1</u> 8:00-8:50 <u>Period 2</u> 8:55-9:45 <u>Period 3</u> 9:50-10:40 <u>Period 4</u> 10:45-11:35 <u>LUNCH</u> 11:35-12:15 <u>Period 5</u> 12:20-1:10 <u>Period 6</u> 1:15-2:05 <u>Period 7</u> 2:10-3:00	<u>Period 1</u> 8:00-8:50 <u>Period 2</u> 8:55-9:45 <u>Period 3</u> 9:50-10:40 <u>Period 4</u> 10:45-11:35 <u>LUNCH</u> 11:35-12:15 <u>Period 5</u> 12:20-1:10 <u>Period 6</u> 1:15-2:05 <u>Period 7</u> 2:10-3:00	Staff Development Teacher Office Hours Department PLC LUNCH 12:00-12:40 Teacher Prep Upload Time

 Dinuba High School Blended Learning Model 				
Green Team-In Person Silver Team-Distance		Silver Team-In Person Green Team-Distance		Friday Staff Day Students - Distance
Monday	Tuesday	Wednesday	Thursday	
Period 0 6:50-7:47	Period 0 6:50-7:47	Period 0 6:50-7:47	Period 0 6:50-7:47	Staff Development Teacher Office Hours Department PLC LUNCH 12:00-12:40 Teacher Prep Upload Time
Period 1 8:00-8:58	Period 1 8:00-8:58	Period 1 8:00-8:58	Period 1 8:00-8:58	
Period 2 9:06-10:04	Period 2 9:06-10:04	Period 2 9:06-10:04	Period 2 9:06-10:04	
Period 3 10:12-11:10	Period 3 10:12-11:10	Period 3 10:12-11:10	Period 3 10:12-11:10	
Period 4 11:18-12:16	Period 4 11:18-12:16	Period 4 11:18-12:16	Period 4 11:18-12:16	
LUNCH 12:16-12:56	LUNCH 12:16-12:56	LUNCH 12:16-12:56	LUNCH 12:16-12:56	
Period 5 1:04-2:02	Period 5 1:04-2:02	Period 5 1:04-2:02	Period 5 1:04-2:02	
Period 6 2:10-3:08	Period 6 2:10-3:08	Period 6 2:10-3:08	Period 6 2:10-3:08	

Dinuba Unified will administer the STAR Early Literacy and STAR Reading diagnostic tool to students 3-4 times during the school year beginning in August/September. The STAR Early Literacy and STAR Reading assessment will measure learning loss as a result of COVID-19, as well as help to monitor student reading progress throughout the school year. Multiple measures will also be used to support specific grade levels. As examples, TK and Kindergarten will use short, formative assessments in ESGI to measure student mastery of letter names and letter sounds. Achieve3000's level set assessment, mid-year assessment, and end of year assessment will provide additional information on student reading comprehension in 3rd - 6th grades. CAASPP Interim Assessment Blocks (IABs) in addition to curriculum embedded assessments will be used to gauge student progress and learning gaps for both ELA and Mathematics.

For mathematics, IABs, curriculum embedded assessments, and/or specially designed formative assessments have been included in the adjusted pacing for this year. Standards not covered in depth at the end of the prior year are layered into the pacing and are represented in the assessments.

Curriculum embedded formative assessments aligned to the ELD standards, ELD domains, and ELPAC task types have been included in the designated ELD units by month. Additionally, ELPAC practice tests may be utilized to monitor progress as an additional measure. Optional ELPAC testing is being conducted in September and October for students who were on track for redesignation during 2019-20 but were not able to complete ELPAC testing prior to school closures. Initial ELPAC testing is being conducted for all incoming Kindergartners or students coming from out of state.

The chief academic officer, district coaches, and county specialists will work with grade level and course teams to develop common formative assessments to measure student learning loss and determine the next steps in the areas of English Language Arts, English Language Development and Mathematics.

To assess learning gaps and prevent additional learning loss, diagnostic assessments, benchmark assessments, and ongoing formative assessments will be used to monitor student progress. The diagnostic and benchmark assessments include but are not limited to STAR Early Literacy, STAR Reading, Achieve3000 LevelSet, Waggle ELA and Waggle Math assessment instruments in addition to specific assessment instruments used for students with exceptional needs.

The assessment data will be used to identify students who have experienced significant learning loss or are at risk for learning loss. Identified students will be offered intervention support by certificated tutors, reading intervention teachers, and education specialists.

Online, supplemental curricula has been purchased and is being used for differentiation, progress monitoring, and mitigating learning loss. Examples of supplemental online curricula include:

- Waggle ELA and Waggle Math
- Achieve3000
- Accelerated Reading
- RAZ KidsEL
- Guided Readers
- Smarty Ants
- Math Nation
- Khan Academy
- Edgenuity
- My Path

DUSD will continue to support families, students, and staff with their social-emotional needs through a tiered approach. For families, staff, and students experiencing generalized difficulties, some Early Intervention (Level 1) strategies will be leveraged such as referral to online resources, social-emotional training for adults, as well as the implementation of classroom strategies for social-emotional support of students. For students and staff who experience difficulties of a more severe nature, targeted (Level 2) strategies may be implemented such as utilizing the Employee Assistance Program for staff and referral to the district Learning and Guidance Center for counseling support in the case of students. For any student or staff experiencing severe difficulties, intensive (Level 3) strategies will be utilized including developing a strategic plan for support of a staff member and additional therapeutic services for students.

Dinuba Unified has established protocols to ensure safety of students and staff for in person learning. The district will continue to work collaboratively with Tulare County Department of Public Health (Tulare Co. DPH) and Tulare County Office of Education (TCOE) to ensure the most recent and up-to-date health and safety protocols are in place.

The decision to physically reopen DUSD campuses safely is determined by Tulare County's status on the state monitoring list using the state color tier system. Currently, Tulare County is in the purple tier, which indicates COVID-19 is widespread and positivity rates for testing are above 8%. Once Tulare County is moved to the lower red tier of the monitoring list for 14 days, the transition to in person learning will begin. The District will work in close collaboration with local health officials, bargaining units, families, and staff in order to adhere to clear reopening protocols and procedures which will include the following.

For students who are immunocompromised or medically fragile, a distance learning option will be maintained even when the vast majority of students have returned to in person learning for the duration of the COVID-19 pandemic.

Campus Access

Staff:

Each day, prior to entering the campus, staff will follow the established protocol. Complete and report results of the Daily COVID-19 Screening Report using the established Google Form prior to arriving on campus.

- Monitor symptoms of COVID-19 from the past 24 hours.
- This passive screening information will be entered each day into the Daily Screening Form online via google form.
- Immediately upon entering campus, staff members should wash or sanitize their hands.
- Staff members will use a mask or face shield with drape while on school grounds.

Students:

The following protocols have been established to ensure student and staff safety when students are present on campus.

In a blended model or full return to in-person learning, the following protocols will be followed each day:

- Multiple points of entry onto campus will be established in order to reduce students congregating near each other. Students will have an assigned point of entry where they are to enter without parents while maintaining 6 feet distance between themselves and other students.
- Students will be actively screened for fever at the point of entry. A privacy screen will be used by a staff member to take each student's temperature and ensure that it is below 100.4 degrees Fahrenheit.
- If a student shows symptoms of COVID-19 while entering the campus (or during the day) the student will be separated from others immediately, will be required to wear a face covering, and will be supervised in an isolated area until a parent or guardian is able to pick them up.
- Every student must wash or sanitize their hands immediately upon entry to campus.
- Students may not enter campus prior to their scheduled arrival time as communicated by the school..

At dismissal, students should not loiter on campus. Instead, they should report directly home.

Visitors:

Access to campus must be limited; this includes non-essential visitors as well as volunteers. The school-site parent volunteer program will be suspended while schools remain affected by the Coronavirus. Facility use by outside groups has been suspended by the Governing Board due to new cleaning and disinfection requirements as a result of COVID-19. As the state moves to full reopening, the Board will reconsider the use of district facilities by outside groups.

Healthy Hygiene Practices

The district will continue to work collaboratively with Tulare County Department of Public Health (Tulare Co. DPH) and Tulare County Office of Education (TCOE) to ensure the most recent and up-to-date health and safety protocols are in place.

In order to stay healthy and safe, all students and staff will need to do their part by adhering to healthy hygiene practices. The three W's - Wear a mask, wash your hands, and watch your distance will be required. This also includes avoiding the spread of droplets while blowing the nose, sneezing, or coughing. Staff will teach students how to use a tissue to wipe their nose and how to cough/sneeze into their elbow or a tissue. Staff will also be reminded regularly to follow this protocol. Staff and students will be instructed on proper handwashing techniques. Staff will also develop routines for themselves and students that incorporate hand washing/hand sanitizing at various points throughout the day.

Handwashing:

Plans will be developed to ensure staff and students have sufficient access to handwashing and sanitizing stations. Portable handwashing stations may be set up throughout school sites near classrooms or in designated areas to minimize the movement and congregations in bathrooms to the greatest extent possible. Staff and students will be instructed in the proper handwashing technique. Staff will model proper handwashing techniques for students to ensure

understanding. The proper hand washing technique includes washing hands for at least 20 seconds with soap, rubbing the hands thoroughly after applying the soap, and using paper towels to dry the hands. Sites will develop a plan which provides the opportunity for students to frequently wash their hands. When hand washing is not feasible, a fragrance free hand sanitizer (with a minimum of 60% alcohol) should be used.

Students and staff should wash/sanitize their hands at the following times:

- upon entering/before leaving campus
- before and after eating
- upon entering/prior to leaving the classroom after coughing or sneezing
- after playing outside
- before and after using the restroom
- after having close contact with others
- using shared surfaces or tools
- Before entering the bus or other district vehicle

Face Coverings

All students and staff must wear face coverings while on campus, especially in circumstances when physical distancing cannot be maintained. Training for students and staff will be provided on the proper use, removal, and washing of cloth face coverings. Students and staff should also be frequently reminded not to touch the face covering. If a student or staff member does not have a face mask, one will be provided. Some examples of acceptable face coverings are cloth masks and per California DPH, face shields with drapes are also permissible. Masks must remain consistent with district dress code guidelines and be free from inappropriate messaging, brands (i.e. tobacco or alcohol) and designs.

Staff:

Face coverings should be used by staff in the following instances:

- while on school grounds (except when eating and drinking or in classroom alone)
- while entering/leaving campus
- in any location where physical distancing cannot be easily maintained

Students:

Students should wear face coverings in the following circumstances:

- while waiting to enter the school campus.
- while on school grounds (except when eating and drinking)
-
- while leaving campus
- while entering, exiting, and riding on the bus or district vehicle
- any location where physical distancing cannot easily be maintained

Physical Distancing

DUSD plans to honor physical distancing recommendations through a variety of methods. First, the amount of people on campus at any given time will be reduced. Students and staff will use the 6-foot distancing standard whenever possible. Smaller student cohorts in classes will be created to minimize the mixing of students and allow for more physical distancing throughout the day.

Staff:

Staff will follow the following physical distancing practices:

- avoid congregating in break rooms, staff rooms, and bathrooms
- avoid grouping together for training or staff development. (consider conducting the training virtually, if an in person training is held, ensure distancing is maintained).
- staff schedules will be adjusted if possible to accommodate physical distancing
- workspaces will be rearranged to maximize distancing between employees where possible
- workspaces will use physical barriers if physical distancing between employees, students, and/or visitors is not possible.

Students when outside the Classroom:

- The number of people on all campuses will be limited.
- Students will be assigned specific entrances and exits to limit contact between students. Schools will designate as many entry points as feasible.
- Increased Supervision will be provided to ensure physical distancing on the playground.
- Outdoor physical activities (PE/recess) will be limited to activities that do not require physical contact with others or sharing of equipment (this includes large playground structures at the elementary level).
- Signs will be posted to remind students and staff to adhere to the 6 foot social distancing requirement.
- Hallways will have physical markings indicating 6 foot spacing for maintaining physical distancing.
- Each site will develop a plan for one way travel for hallways where possible.
- Students will maintain physical distancing while waiting at the bus stop.

Students when inside the classroom:

- Students will remain in the same group throughout the entire day for TK-6. The groups will be designed as small as possible.
- Grades 7-12 will also attend school using a hybrid model where only half the students are on campus at one time, allowing for classrooms and hallways to maintain physical distancing to the greatest extent possible.
- Space between desks will be maximized in a way that minimizes face-to-face contact. This includes both student and teacher desks.
- Movement of students, teachers, and staff will be minimized as much as possible.
- Staff will develop instructions for maximizing spacing between students and minimizing movement in indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Each child's belongings will be separated and in individual storage containers, cubbies, or areas. Belongings will be taken home each day to be cleaned. Students should only bring essential items to school.
- Staff should avoid having students share electronic devices, toys, books, and other games or learning aids. An adequate amount of supplies should be ensured to minimize sharing of high-touch materials (art supplies, equipment, etc.).

Cleaning and Disinfecting Measures

The DUSD Facilities Department works in conjunction with Tulare County Public Health Department, California Department of Public Health (CDPH) and California Division of Occupational Safety and Health Administration (Cal/OSHA) to ensure that proper cleaning and disinfecting protocols are followed as prescribed. This includes implementing a plan to maintain an ongoing sufficient supply of Personal Protective Equipment (PPE) for each classification or duty, school-appropriate cleaning supplies including hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans and paper towels. All cleaning supplies will be kept out of reach of children and stored in a space with restricted access. All staff will be trained on cleaning, disinfecting, and sanitizing as needed for their classification or duty.

Disinfecting:

Classrooms will be cleaned and sanitized/disinfected regularly when students and staff are on campus. The following are areas that will be disinfected at least once daily:

- Door handles
- Handrails
- Sink Handles
- Restroom surfaces

Illness

If a student or staff member is symptomatic while entering campus or during the school day the following measures will be taken:

- Students/Staff who develop symptoms of illness while at school will be immediately separated from others and isolated in a designated area where others do not pass through or are allowed to enter.
- If more than one student/staff member is in an isolation area, the 6 feet physical distancing measure will be used.
- Any students/staff exhibiting symptoms will be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a healthcare facility.
- Students will remain in isolation with continued supervision and care until picked up by an authorized adult.
- Any area used by a sick person will be closed off and not used before cleaning and disinfecting. To reduce the risk of exposure, the area will not be entered until 24 hours for cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible.
- Established guidelines for triaging students in the health office, recognizing that not all symptoms are COVID-19 related
- Parents/guardians of sick students will be immediately notified in order to be sure they understand that their student is not able to return to school until he/she has met CDC criteria to discontinue home isolation.

Injury and Illness Prevention Program (IIPP)

The Dinuba Unified School District's Injury and Illness Prevention Program has been updated to address COVID-19. An Addendum was approved by the governing board on July 23, 2020. DUSD will provide training for employees on the following topics:

- What COVID-19 is and how it is spread.
- Signs and Symptoms of COVID-19
- When to seek medical attention if not feeling well.
- Prevention of the spread of COVID-19 if you are sick.
- Physical and social distancing guidelines.
- Importance of washing hands with soap and water or use of hand sanitizer if soap and water are not readily available.
- Reminders and methods to avoid touching eyes, nose and mouth.
- Coughing and sneezing etiquette.
- Safely using cleansers and disinfectant.

The complete COVID-19 Addendum to the Injury and Illness Prevention Program can be requested by emailing Cindy Kaljumagi @ ckaljuma@dinuba.k12.ca.us.

Ensuring the safety and wellbeing for all will be a priority and key to the district providing classroom based instructional programs. The district will work with various local and state agencies to monitor local conditions which may impact the provision or the continuation of classroom based instructional programs.

Actions Related to In-Person Instructional Offerings

	Total Funds	Contributing
Student face masks, shields, and plexiglass partitions were purchased.	\$ 112,975	N
Disinfecting supplies, hand sanitizer for classrooms, buses and other locations on campus Personal Protective Equipment and additional cleaning supplies and services	\$ 506,205	N
Intervention personnel will provide services to students in need of additional support (funded through LCAP) *	\$ 677,808	Y
Handwashing Stations and Drinking water	\$ 215,000	N
Additional Home-to-School Transportation and additional trip costs	\$ 375,000	N
2021 Summer School *	\$225,000	Y
Safety Officer *	\$140,000	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

As the district begins the school year with the instructional program for all students being Distance Learning, the recent signing of Senate Bill 98 provided the parameters for what this instructional program will entail. This bill defined some of the requirements for Distance Learning. These requirements will be implemented in the Distance Learning plan during the time that either the county is on the state's monitoring program or upon a parent request to continue in a Distance Learning program

In the Distance Learning program, instructional content will be aligned to grade level standards equivalent to in-person instruction. Based on district assessments students in need of support will be provided intervention support. Students with disabilities will continue to receive instructional and support services as identified in the Individualized Education Plan (IEP) for each student. IEP teams will collaborate to ensure that the IEP addresses the needs that may arise in the Distance Learning program. English Learners will continue to work on both acquiring English language proficiency and meeting academic grade level standards. Students identified as English Learners in Dinuba Unified will continue to receive Designated English Language Development instruction as part of the core instructional program. Designated English Language Development instruction will be provided in adherence with district expectations, which will be revised to adjust to the instructional schedule and model provided to a student. English Learners are to also receive Integrated English Language Development instruction in order to provide access to meet academic content standards.

Daily, live interaction with certificated employees and peers will occur. Distance Learning, which includes both synchronous and asynchronous instruction will require that minimum instructional minutes are met by grade level. Kindergarten will require a minimum of 180 minutes for kindergarten, 230 minutes are required for first through third, and 240 minutes are expected for fourth through twelfth grade. Targeted outreach will also occur, which includes synchronous small group instruction based on targeted needs - ie. designated ELD, intervention, guided reading, etc. Physical education minimum minutes are not required but will be provided using both synchronous instruction and asynchronous instruction with the use of student activity logs. For English Learners, daily Designated English Language Development (ELD) classes will continue to be provided during Distance Learning. Elementary students will continue to

be provided designated ELD both synchronously and asynchronously. Secondary students will receive a designated ELD class period.

Full curricula which are standards-aligned is being implemented in both distance learning and in-person learning models for all students. This includes use of the following adopted curricula which are available in both print and online..

At the TK-6th grade levels:

- ELA-ELD - Journeys/Collections by Houghton-Mifflin
- Math - Go Math by Houghton-Mifflin
- Science - Twig Science
- Social Studies - Studies Weekly

At the 7th-8th grade levels:

- ELA-ELD - Collections by Houghton-Mifflin, Inside by Cengage
- Math - Illustrative Mathematics
- Science - Stemscopes
- Social Studies - Impact History by McGraw-Hill

At the 9th-12th grade levels:

- ELA-ELD - Collections by Houghton-Mifflin, ERWC, Edge by Cengage
- Math - CPM
- Science - Science Dimensions by Houghton-Mifflin
- History-Social Science - See link below

For a more complete list of board adopted curricula, please use the links below:

- [Dinuba Unified K-8 Board Adopted Curriculum](#)
- [Dinuba Unified 9-12 Board Adopted Curriculum](#)

Our Learning Management System (LMS) or learning platform, SeeSaw (TK-2) and Google Classroom (3rd-12th) are used for both distance and in-person learning. Our LMS as well as other adaptable learning platforms will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary. Zoom and Google Meets are being used for synchronous instruction. Digital tools such as Screencastify are being used to create asynchronous instructional videos. Instructional pacing of standards has been revised to emphasize the priority standards - the essential work of each grade level.

Online, supplemental curricula has been purchased and is being used for differentiation, progress monitoring, and mitigating learning loss. Additionally, students have home learning kits, consumables, textbooks, and other print materials to use at home in addition to the online curricula.

Examples of supplemental online curricula include:

- Waggle ELA and Waggle Math
- Freckle ELA and Freckle Math
- Achieve3000
- Accelerated Reading
- RAZ KidsEL
- Guided Readers
- Smarty Ants
- Math Nation
- Khan Academy
- Edgenuity
- My Path

Elementary home learning kits included pencils, notebooks, scissors, crayons, whiteboard sets, and math manipulatives. The investment in home learning kits, online resources, online learning platforms, and print materials will allow Dinuba Unified to transition between a distance learning model and a blended learning model as needed in accordance with local health conditions.

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.]

With the planning for 2020-2021, it was determined early on that students would need to have access to devices in order to increase the rigor from the paper packets. By using Chromebooks, students have the ability to interact with their teacher on a daily basis and have wider access to instructional programs originally utilized in the physical classroom via the internet. Online, distance learning would allow students a higher quality instructional experience than paper packets alone.

The district began planning for 1:1 devices in May and June 2020. There were four main issues for the district to consider: 1.) Internet connectivity for all students. 2.) Sufficient Chromebooks for each student to have their own device. 3.) Teacher technology needs. 4.) District Infrastructure

Internet Connectivity

To start, information regarding student technology and internet needs was collected. The district sent surveys to families in both English and Spanish beginning in June 2020 which asked about a number of issues. One of the questions was used to ascertain the number of families who would need assistance with internet connectivity. Surprisingly, the initial survey indicated that 93% of all families who responded had internet access. Working parents indicated 73-80% of their children's caregivers had internet access for their children to use during the school day. A final survey of internet access was conducted through the online Powerschool registration process. This gave us information on which specific families needed internet access. A list was created and was used to inform the district on the amount of Comcast Internet Essentials Access Codes the district would need in order to provide all families access.

In total, the district requested 1100 Comcast Access Codes. Families' addresses were also collected in the online registration process. This was an important data point that the district used to explore a second option for providing internet access for those families who lived in rural areas of the county where Comcast was not available. The district purchased 990 Verizon and T-Mobile hotspots to address these families' needs.

Each individual school site used the list of families created by the registration process to set appointments with families to come to the school site and have a Comcast Access Code or hotspot assigned to them. Families were once again asked about their ability to access the internet at the time of Chromebook checkout. Teachers forwarded the names of any families indicating they needed help with internet access to the school office. An additional problem families were experiencing was the load on the bandwidth with multiple children trying to access the same internet hotspot. It was determined that those families would benefit from an additional district-provided hotspot. Families were called to report to the school site and were issued either an access code or hotspot depending on the location of their home. The technology director will continue to increase and improve internet access to students and families, especially in rural areas of Dinuba where connectivity issues persist.

Student Technology Devices (Chromebooks)

In June 2020, an inventory was taken of available Chromebooks at each of the school sites to ensure that all sites had enough devices to deploy to all TK-12 students. It was determined that 900 Acer keyboard Chromebooks and 310 Acer Touchscreen Chromebooks needed to be purchased to replace those that were damaged or where there were not sufficient numbers. A deployment procedure was established for each school site by the District Library Services team. For the TK-6 school sites, devices were deployed to students during individual parent orientation meetings with the teacher. At the 7-12 level, students had an assigned time to report to the school site to check out a Chromebook, pick up textbooks, and were also issued an access code or Verizon hotspot depending on the location of their house.

Teacher Needs

Teacher technology needs were assessed through a district-wide survey sent to teachers. Individual teacher responses were helpful and alerted the district to potential instructional delivery problems for teachers. For example, those teachers who indicated that they did not have a laptop (desktop only) were provided with a laptop. An additional needs' assessment was conducted as specialty departments had consultation with district level administrators in preparation for the distance learning possibility of the 2020-2021 school year. For example, the secondary PE department indicated that they each needed a webcam to allow them to be seen more clearly when demonstrating physical activity on their Zoom synchronous lesson. Some teachers also indicated that they would benefit from double monitors in order to see their students in the Zoom meeting and share their screen simultaneously. The district purchased 400 additional monitors to meet those needs. As distance learning commences, another teacher needs' assessment will be conducted in order to determine if other unanticipated technology needs have arisen, so they can be addressed.

Tech Support

The district recognized early on in the distance learning planning process that tech support would be needed for a variety of stakeholders including teachers and families. The IT department realized the need to expand the tech hotline/help desk which was initially created for district staff use but was expanded to allow families to phone in for help as well. If the help-desk identifies that the student's Chromebook has a hardware issue, the families were instructed to call the school to make an appointment to exchange their Chromebook. Once at the school site, the parent would work with the library to exchange the device for a functioning one. The tech hotline helps families access their live synchronous classes and provides assistance with logging in to other instructional platforms.

District Infrastructure

To support reliable synchronous instruction, district infrastructure was upgraded during the summer of 2020 to support the anticipated, increased demand from streaming live instruction through Zoom. Additionally, grade level whole class synchronous instructional time blocks were staggered to spread out the demand on the system. DUSD is exploring other options to expand our district infrastructure to support distance learning to increase bandwidth and to provide point-to-point services for rural communities.

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.]

Dinuba Unified will use a number of strategies to track and monitor student progress, participation, engagement, and attendance. DUSD will utilize a combination of live synchronous contacts and asynchronous instructional minutes to meet state requirements.

Attendance

Dinuba will require minimum instructional minutes by grade level. Kindergarten will require a minimum of 180 minutes, 230 minutes are required for first through third, and 240 minutes are expected for fourth through twelfth

grade. Physical education minimum minutes are not required. Daily participation for each student is required and will be documented. Students who do not participate in the daily instructional program will be marked absent. Weekly engagement logs will also be maintained. Student participation will be measured by the student attending live interaction instructional sessions, completing assignments and assessments. Technology and connectivity support will be provided by the Informational Technology department.

Teachers will take attendance daily using Powerschool. Based on a student’s attendance at their daily required synchronous, whole-class instructional time, students will be marked as Present. Students who do not attend will be marked as Absent. A staff member will make parent contact to all absent students to determine the reason for the absence and assist students who are experiencing barriers to attending class.

Participation and Engagement

To determine adequate participation and engagement, DUSD staff will evaluate and assess student work, monitor completion of assignments and monitor participation in synchronous learning sessions. To do this, teachers will be required to complete a Weekly Engagement Form and submit it to the site principal. The form will record the assignments students are required to complete each day of the week along with the instructional minutes required to complete each assignment. In addition to the time value of the daily work, the form will also include asynchronous and synchronous instruction requirements for the student that day.

Week 2 - September 7th - 11th

LEA:	DINUBA UNIFIED SCHOOL DISTRICT	Month of:	SEPT. 2020	Certificated Employee:	
School Site:		Week of:	9/7-9/11/2020	Grade Level/Class Title:	

Day of Week	Summary of Assignments/Assessments	Instructional/Assignment Delivery Method	
MONDAY	NON INSTRUCTIONAL DAY	Video or Online Synchronous Instruction/Assignment	
9/7/2020		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
		Asynchronous Instruction	
		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
TUESDAY		Video or Online Synchronous Instruction/Assignment	
9/8/2020		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
		Asynchronous Instruction	
		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
WEDNESDAY		Video or Online Synchronous Instruction/Assignment	
9/9/2020		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
		Asynchronous Instruction	
		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
THURSDAY		Video or Online Synchronous Instruction/Assignment	
9/10/2020		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
		Asynchronous Instruction	
		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
FRIDAY		Video or Online Synchronous Instruction/Assignment	
9/11/2020		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
		Asynchronous Instruction	
		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day

I hereby certify that the information contained on this record is accurate and correct, that the assignments listed represent _____ worth of instructional minutes on each day listed, and that daily participation, including absences was verified for each student in my class.

Teacher's Printed Name _____

Teacher's Signature _____ Date _____

Teachers will also complete a Daily Participation Record form which provides the following information for each student: Was the student absent? Was the student present at the Synchronous Learning or In Person Session? Was there contact with the student or parent by the teacher? Did the student complete the assigned work?

Daily Participation Record

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	
Click to upload this week's roster		[SELECT TEACHER]	Week 1 (August 31st thru September 4th)						(100 - No Participation / Absent, 200 - In Person Ins							
			Monday					Tuesday					Wednesday			
Pd	Student	100	200	300	400	500	100	200	300	400	500	100	200	300	400	
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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.]

Dinuba Unified will provide ongoing high quality, rigorous professional development to ensure positive, equitable outcomes for all learners and foster positive, interdependent relationships that will serve as a source of support during the COVID-19 pandemic.

June and July Professional Learning Support

Dinuba Unified offered optional virtual professional learning sessions in June and July to support teachers with planning for distance learning. Virtual summer school classes were used as a learning laboratory. Teachers who weren't teaching summer school were invited to view recordings of virtual summer school classes and participate in debriefs in which summer school teachers shared what they learned about organizing for distance learning, shared the resources they developed, shared how to foster relationships in the virtual setting, and how to use the technology tools. Additionally, optional content specific professional learning was held to discuss ELA and Math content, pedagogy, lesson design, standards, and resources for distance learning. Teacher PLC leaders were also paid a stipend to attend a virtual session on how to support their PLC teams during distance learning.

August Professional Learning Support

In August, teachers were paid to return to work early and were then able to participate in four days of professional learning to prepare for distance learning. The four days included:

- A collaboration and planning Day with their grade level or course teams with support resources and opt-in office hours with instructional coaches and county consultants.
- Participation in The Fresno County Office of Education Virtual Conference or The Tulare County Office of Education Virtual Conference.

- A two-day Dinuba Unified Virtual Conference with 87 breakout sessions for teachers which included sessions on technology platforms at beginning, intermediate, and advanced levels, social emotional learning, distance learning pedagogy, lesson design, core curriculum use in the distance setting, and supplemental curriculum use in the distance learning setting.

Ongoing Professional Learning Structures

Dinuba Unified recognizes that ongoing professional development and specific training are necessary to support staff with the challenges of distance learning. A teacher needs' assessment was conducted to determine the specific areas of need during the month of June. From that information, professional learning structures have been put in place in addition to strategic schedules for distance learning.

- Dinuba Unified also is supporting teacher participation in a Fresno Pacific Fall Literacy Institute. Teachers who participate in the institute will consider research based literacy practices within the distance learning environment while also receiving 3 units of college credit for salary schedule advancement.
- The weekly Friday schedule includes less synchronous instruction and more asynchronous instruction to create time and space for teachers to collaborate within their PLCs and participate in professional learning sessions.
- Virtual Office Hours are offered for teachers to receive further technical support of adopted electronic programs and platforms in partnership with the district teacher librarian and consultants from the Tulare County and Fresno County Offices of Education.
- Virtual Think Tanks are scheduled to support grade levels or grade spans with distance learning pedagogy within content areas. These think tanks are offered on Fridays as well and are designed by district instructional coaches in partnership with Tulare County Office of Education content specialists. A schedule at the elementary level is scheduled to alternate between Mathematics and Literacy over the course of the year.
- Additionally, district coaches and county content specialists are providing demonstrations, team teaching, and coaching teachers within the synchronous instructional time blocks. Schedules are established, and teachers are encouraged to participate.
- The PLC teacher leaders from across the district meet in a monthly, virtual 90 minute huddle to share promising practices, reflect on progress, and develop ways to support their teams. This meeting is facilitated by the chief academic officer, county specialists, and district coaches.
- Lastly, plans for follow up coaching and professional learning support have been developed with the publishers of core and supplemental curriculum programs to provide further support for teachers.

Just in Time Ed. Tech. Support

If a teacher's device requires technical service, or if the teacher needs technical support with our adopted electronic platforms, Dinuba Unified has a protocol in place for them to receive support.

- Each school site has a teacher who is paid a stipend and is designated as the site technology specialist. The site technology specialist can provide troubleshooting support immediately.
- Additionally, the district technology department maintains a helpdesk system and phone hotline. Staff can call the hotline, and there is always IT support available to help with their immediate technology needs.
- Additionally, a system of office hours and mini-PD sessions have been developed where teachers can opt-in to learn more about specific technology platforms and develop deeper expertise in the platform. The district teacher librarian, county specialists, and coaches are providing these supports.

Staff Roles and Responsibilities

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

The classified bargaining group and Dinuba Unified met to formulate an MOU to address changes in classified staff roles and responsibilities. The District and CSEA bargaining group agreed to determine alternate responsibilities for

employees in jobs which are not feasible in the distance learning environment. Some examples of role changes are below:

Transportation Staff

Bus drivers are not currently driving their routes and have taken on many different tasks to meet the needs of the district's students. Bus drivers have helped with food distribution which enables all students to receive nutritious food. They have assisted with student home learning kit assembly and distribution which provided all students with the needed tools to fully participate in their synchronous and asynchronous learning to meet their academic needs. The transportation department has also assisted with the custodial and maintenance duties at school sites which maintains a healthy and safe work environment for all school staff and enables teachers to provide rigorous instruction to all students.

Instructional Aides

Instructional aides who are typically assisting teachers in physical classrooms have been doing more telephone outreach to parents and students to help with attendance and ascertaining barriers to student participation. Instructional Assistants have also been assisting the library staff with book distribution and other library tasks to enable all students access to rigorous instruction. Another new task for IA's is assisting teachers with taking attendance during their synchronous classes so teachers can focus on instruction and not waste synchronous instructional minutes by taking attendance. Instructional assistants are also being utilized by teachers to assist in their Zoom class with small student group support. Lastly, the instructional assistants are part of the reengagement process. They contact parents and students to help address barriers to participation and check in on their well-being to make appropriate referrals.

Custodial and Maintenance Staff

In terms of classified staff, the Custodial department has had to receive additional training in disinfecting procedures and the use of disinfectant foggers. Night shifts have been incorporated into day and afternoon shifts to have more people available to clean and disinfect throughout the day. Maintenance staff members had to curtail their normal maintenance jobs to install clear, plastic barriers in front offices and libraries and install hand sanitizers in classrooms and high traffic areas.

Food Service Staff

The Child Nutrition staff has experienced shift changes to accommodate the Grab and Go meal distribution format to best serve our students and parents. They have transitioned from cooking from scratch to prepackaged food items, but they're incorporating three meals into one sack meal: breakfast, lunch, and supper.

Clerical and Office Staff

Secretarial and clerical staff have had to alter their attendance accounting procedures to account for student interaction and participation, rather than just an absent or present accounting system; they are also a part of the health screening process for visitors on campus and the passive screening for employees on campus.

Certificated Staff Roles and Responsibilities

The Dinuba Teachers' Association also met to create an MOU to address changes in job responsibilities during the COVID-19 pandemic as well. Office hours for teachers, synchronous instruction schedules, asynchronous assignment schedules, and time accounting were all addressed in the MOU. The MOU allows for certificated staff to work remotely in order to limit the spread of COVID-19, limit contact with other employees, and lessen the demand on bandwidth within the district technology network. Clear expectations and requirements were conveyed to those staff members who chose to work remotely.

Additionally, certificated support staff such as the district teacher librarian and instructional support coaches have seen their roles evolve while still working within their general job descriptions. Instructional coaches have added Ed. Tech. support for teachers to help ensure that students have successful academic experiences. The teacher librarian has provided more learning resources for parents in addition to intensive training support for teachers on digital platforms.

Intervention teachers, VAPA teachers, PE teachers, and classroom teachers have all seen their roles change to support the academic and social emotional health of their students in the synchronous and asynchronous learning settings. Intervention teachers have a heightened awareness of the need to identify the learning loss through assessments and data collection and to work to mitigate that learning loss. School psychologists and mental health clinicians also have a heightened awareness of the need to support the students' and staff members' social-emotional well being and have been providing numerous resources for assistance since March.

Administrative roles and responsibilities have also been impacted in that new guidelines, board policies, and protocols have had to be developed. Staff in all employee groups played a vital role with their participation on the Reopening Task Force, bargaining groups, and leadership groups.

When Dinuba Unified School District returns to in person learning, roles will change once again. As an example, instructional aides will have more supervision duties in order to supervise students during lunch and activity sessions to ensure appropriate physical distancing. The health services staff will be heavily impacted when students return to campuses, as they will be the people in charge of student screenings and temperature checks. During the COVID-19 pandemic, flexibility is required from all stakeholders.

For further details, please refer to the current MOUs with both bargaining units below:

- [Dinuba Teachers' Association \(DTA\) and District MOU - 7-30-20](#)
- [DUSD and CSEA Dinuba Chapter 152 MOU](#) (Tentative Agreement - awaiting ratification)

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.]

English learners will receive daily Designated and Integrated ELD instruction to practice language and achieve academic standards, and instruction targeted at their proficiency levels. During the summer, the district ELD coach revised ELD units to include activity boards for each grade suited for use in distance learning. The District ELD coach also adjusted designated ELD units and lessons for synchronous instruction. Additional resources were purchased to support English learners within designated and integrated ELD.

Students with exceptional needs continue to receive special education services across the full continuum of placements. The special education teams have developed Distance Learning Plans (DLPs) that outline how students' goals will be addressed within a distance learning model. In addition, virtual extensions of in-person intervention systems (i.e. Read Live to complement Read Naturally and STAR Online Learning System to support students with Autism) were purchased. In addition, new programs were purchased to support students with special needs, including eSpark, which supports reading and math. Presence Learning and Everyday Speech licenses have been purchased for Speech Language Pathologists to utilize for service delivery and telehealth in a virtual setting. Specific staff will provide additional support, targeted outreach, and support with distance learning devices. The special education teams are being trained on these tools and encouraged to continue to work collaboratively with parents, caregivers, and general education staff to meet the needs of our students with exceptional needs.

Dinuba’s homeless and foster youth population are provided targeted outreach through small group instruction, priority for tutoring, extra support with technology, and resources to assist with their unique needs. Homeless/foster youth also received learning kits which included notebooks, paper, pencils, crayons, whiteboards, and other items to assist with learning. In addition, the Tulare County SELPA has provided Dinuba with the following resources to guide our support of this vulnerable population: <https://padlet.com/bethw4/yle5gt96mhfkvjza>

To mitigate learning loss and prevent additional learning loss, for Pupils with Unique Needs, diagnostic assessments, benchmark assessments, and ongoing formative assessments will be used to monitor student progress. The diagnostic and benchmark assessments include but are not limited to STAR Early Literacy, STAR Reading, Achieve3000 LevelSet, Waggle ELA and Waggle Math assessment instruments in addition to specific assessment instruments used for students with exceptional needs.

Actions Related to the Distance Learning Program




































Description	Total Funds	Contributing
Additional Professional Development and Coaching*	\$ 231,443	Y
Contracts for Online Learning*	\$ 180,431	Y
Distance Learning Homework and Kits*	\$ 272,500	Y
Personnel for Assembling and Distribution of Home Learning Kits*	\$ 64,971	Y
Additional Technology for teacher use (including additional monitors and laptops)*	\$173,169	Y
Wifi devices*	\$ 324,702	Y
Headphones*	\$ 59,530	Y
Chromebooks and Additional Parts/Repair*	\$ 644,614	Y
Additional Novels and Text Sets to Augment Learning*	\$ 436,065	Y

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.]

The DUSD assessment plan responds to the need for identifying student learning loss by including early diagnostic assessments in ELA and Math. Additionally, these assessments grow in depth and breadth as they are repeated periodically through the year to continuously gather formative data to be used to provide instructional support throughout the annual learning process and cycle. Data from these assessments will enable the school system to be transparent as well as triangulate learning support by communicating student strengths, needs, and results with parents and the community. Furthermore, assessments will be used to identify students’ strengths and to build on those strengths while addressing their needs.

“Assessments matter. We need to know both what kids know and how kids feel (safe, healthy, frightened) to inform instruction, now more than ever.” *Learning as We Go: Principles for Effective Assessment During the COVID-Pandemic* (Lake & Olson, 2020).

Description	Aug	Sept	Oct.	Nov	Dec	Jan	Feb	Mar	Apr	May	June
District Level: <ul style="list-style-type: none"> Diagnostic, Progress Monitoring, and Summative Used for state and federal reporting and district resource decisions. (LCAP, SB 98) 											
Site PLC Level: <ul style="list-style-type: none"> Used collaboratively and formatively to plan, adjust, and reflect on instruction. Given as mid-unit and unit assessments approximately every 3-4 weeks. 											
Site Classroom Level: <ul style="list-style-type: none"> Used as checks for understanding and student feedback. Informal Formative assessments given daily/weekly to inform teachers and students of learning. 	 	 	 	 	 	 	 	 	 	 	 

The DUSD assessment plan is based on a tiered design in which Tier 1 is the district level (Diagnostic, Progress Monitoring, and Summative) Tier 2 is at the site grade/PLC level (Given as mid-unit and unit assessments approximately every 3-4 weeks) and Tier 3 is the classroom level (Informal Formative assessments given daily/weekly to inform teachers and students of learning). In addition, the design calls for prioritizing and for the most frequent assessment to be applied at Tier 3 and the least frequent at Tier 1 in consistency with recommendations from *Learning as We Go: Principles for Effective Assessment During the COVID-Pandemic (Lake & Olson, 2020)*. The plan calls for all data collected from the Tiers to be visible to multiple stakeholders to provide systematized responsive instruction and learning support for all students, including English learners, foster youth, special education, homeless, and low socioeconomic. The table below illustrates the Districts' tiered design and frequency of how often students learning will be assessed and/or measured.

Dinuba Unified will administer the STAR Early Literacy and STAR Reading diagnostic tool to students 3-4 times during the school year beginning in August/September. The STAR Early Literacy and STAR Reading assessment will measure learning loss as a result of COVID-19, as well as help to monitor student reading progress throughout the school year. Multiple measures will also be used to support specific grade levels. As examples, TK and Kindergarten will use short, formative assessments in ESGI to measure student mastery of letter names and letter sounds. Achieve3000's level set assessment, mid-year assessment, and end of year assessment will provide additional information on student reading comprehension in 3rd - 6th grade. CAASPP Interim Assessment Blocks (IABs) will be used to gauge student progress and learning gaps for both ELA and Mathematics.

For mathematics, IABs, curriculum embedded assessments, and/or specially designed formative assessments have been included in the adjusted pacing for this year. Standards not covered in depth at the end of the prior year were layered into the pacing and are represented in the assessments.

Curriculum embedded formative assessments aligned to the ELD standards, the ELD domains, and the ELPAC task types have been included in the designated ELD units by month. Additionally, ELPAC practice tests may also be utilized to monitor progress. Optional ELPAC testing is being conducted in September and October for students who were on track for redesignation during the trimester two 2019-20 school year but were not able to complete ELPAC prior to school closures. Initial ELPAC testing is being conducted for all incoming Kindergartners or students coming from out of state.

The chief academic officer, district coaches, and county specialists will continue to work with grade level and course teams to develop common formative assessments to measure student learning loss and determine the next steps in the areas of English Language Arts, English Language Development and Mathematics.

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.]

DUSD will prepare teachers to focus on content priorities by leveraging the structure and emphases of college- and career-ready Math and ELA/ELD/literacy standards. Teachers will make strategic instructional choices about which content to prioritize, and what and how to assess student efforts. Assessment data will be used to uncover and address unfinished learning in-order to guide teachers to address what students know and can do throughout the upcoming school year. In alignment with guidance from Priority Instructional Content in ELA/Literacy and Mathematics (Student Achievement Partners, June 2020), assessments in DUSD will be used to: 1. Determine how to bring students into grade-level instruction - not whether to bring them into it. 2. Center on formative practices, and use tools such as exit tickets, student work, and student discussion to inform instruction using high-quality instructional materials., 3. Use targeted checks for very specific subject and grade-level instructional purposes.

Dinuba will implement the following strategies and actions to address learning and accelerate learning progress:

- Math and ELA pacing guides were analyzed to identify standards which may not have received sufficient attention during the spring period of distance learning. Teachers in the next grades then looked at how the previous grade standards supported their current grade level standards to identify prerequisite learning that may have not been covered due to school closure. Those gaps were addressed in the adjusted pacing by layering them within the units rather than creating remedial units.
- Diagnostic assessments are being administered early in the 2020-2021 school year as described above.
- PLC teams have been taught and will collaboratively use protocols for teachers to analyze results and determine appropriate next steps to address areas of pupil learning loss.
- Coaches and county specialists worked with and will continue to work with teachers to prepare them to utilize formative practices in the distance learning environment.
- Teachers will implement formative practices such as exit tickets, student work, and student discussions during instruction.
- Teachers will provide actionable feedback that encourages students to reflect on their learning and encourages them to continue learning.
- Additionally, instructional aides will assist with online instruction and help smaller groups of students who need support.

Additionally, Dinuba Unified School District strategies and actions are differentiated to support the diverse academic needs of our students.

Students with Exceptional Needs

To address learning loss strategies for pupils with exceptional needs, Dinuba Unified has developed Distance Learning Goals to address documented, specialized goals. Special educators as well as specialists working with pupils with exceptional needs are utilizing virtual systems such as, SOLS, eSpark, iRead, ReadLive, and Presence Learning to provide current present levels of functioning in all areas of concern. These programs help to provide diagnostic information, progress monitoring of learning, as well as provide appropriate learning content at an individual level.

English Learners, Foster Youth, and Students Experiencing Homelessness

Pupils experiencing homelessness and foster youth are provided intensive outreach and support to ensure access to virtual learning. Staff work to connect families with resources (<https://padlet.com/bethw4/yle5gt96mhfkvjza>) to mitigate learning loss and support students' academic and social-emotional needs.

English learners, low income students, and students experiencing homelessness and/or foster youth will be prioritized to receive tutoring from highly qualified credentialed teachers.

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.]

The implementation of pupil learning loss strategies is a necessary step in addressing the needs of students. Student data is essential in understanding the effectiveness of implemented learning loss strategies. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. (*Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools* - (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>)

Dinuba Unified School District is committed to the following protocols and processes to monitor the effectiveness if implemented pupil learning loss interventions:

- The Director Of Intervention and School Supports will work with school site principals and site reading intervention teachers to analyze baseline reading achievement data in order to place students in additional reading intervention groups. This team will meet by school site on a regular basis to analyze the progress monitoring assessments given at regular intervals throughout the year to determine whether the distance learning interventions are proving effective.
- The Chief Academic Officer and district coaches will work with teachers to implement student work analysis protocols and data analysis protocols during regularly scheduled PLC meetings to adjust instruction and plan for reteaching important concepts and standards as needed. The data analysis protocols will also help teachers gauge the effectiveness of their distance learning instruction and adjust accordingly.
- The District will use the reports available within programs such as Achieve3000, STAR, Waggle, Math Nation, RAZ Kids, ESGI to facilitate data analysis of progress and present level of performance in addition to data available within the LMS. Additionally, some local assessment data will be collected and analyzed within the Illuminate platform.
- The District will continue the practice of data chats with site administrators and district office staff to review, assess, and plan using the assessment reports available.
- The District will continue its practice of using teacher PLC meetings with coach support to review, assess, and plan using assessment results and student work.

Instructional modifications, additional services or individualized instructional plans will be implemented based on any learning losses identified in this process.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Professional Development activities to assist teachers with assessing learning loss and planning instruction (See previous tables) *	\$ 231,443	Y
Contracts for online software to assist in mitigation of learning loss (in addition to other online software indicated in a previous table) *	\$ 54,338	Y
2020 Summer School	\$ 153,613	Y
Certificated Instructional Tutors	\$ 228,090	Y
Instructional Support Teachers (Funded by LCAP) *	\$ 677,808	Y

Mental Health and Social and Emotional Well-Being

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

Dinuba Unified School District provides multiple layers of support for students, families, and staff. At the universal level, all staff have training in Self-Care, Trauma Informed Practices, as well as training about Social-Emotional Learning as part of professional development in recognizing emotional distress and trauma. 7th grade to 12th grade students receive suicide awareness and prevention virtual presentations with evidence-based curriculum including Signs of Suicide, Restorative Practices, and Circles. Dinuba Unified is fortunate to have a Safe Schools Transformation Grant, which is supporting the work on Restorative Justice. Training continues to be implemented at the universal level wherein teachers are skilled in fostering meaningful conversations with all students to enhance empathy and build a greater sense of community. Additionally, the following resources are available to staff using the following link:

<https://sites.google.com/view/tcoe-online-learning/>

School sites are intentionally providing strong extra and co curricular programs during the pandemic to foster resilience, positivity, and connectedness.

Additionally, customer service training was offered to classified staff, because customer service is more important than ever for the social and emotional well-being of students and their families during this time. Classified staff, including clerical staff, will also receive ongoing training trauma informed practices, because often they are the first contact for families.

During the pandemic, it is particularly important to monitor the mental health and well-being of staff. Principals and supervisors will share the Employee Assistance Program website with staff, review the wealth of resources available, discuss self care with staff, check in with staff individually, and refer to Human Resources in addition to the Employee Assistance Program as needed. DUSD will also survey staff periodically during the school year to continually assess staff needs in addition to scheduling individual conversations (in-person or virtual) to illuminate additional needs.

Targeted outreach from school staff and community partners is ongoing to provide families with resources, behavioral services, mental health services, as well as providing basic needs. School psychologists, educational social workers, contracted student mentors, and school counselors provide frequent virtual check-ins with students and families with known needs. Teachers, students, and families may continue to request services by contacting the district, accessing referral information online (<https://www.dinuba.k12.ca.us/Page/105>). Additionally, our Campus Life Mentors will continue to provide social-emotional support for identified students.

Small groups are led by school psychologists, educational social workers, and school counselors and utilize evidence based curriculum such as Coping and Support Training (<https://www.reconnectingyouth.com/content/our-programs/cast>) and PATHS (<http://www.pathstraining.com/main/curriculum/>).

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.]

Student attendance is key to student learning. In the guidebook for reopening schools, the DUSD reopening schools task force has detailed the procedures for re-engagement for students who are absent and at risk of learning loss. Based on feedback from stakeholders during the Focus Group Meetings the district conducted, parents desired a consistent

method of communication. To address this, in the beginning of the school year, each teacher established a consistent method of teacher-family contact using one of the following communication programs (Remind, Class Dojo, or SeeSaw). Students and families will receive varying levels of support depending on which tier of reengagement they are in. At all three levels of the re-engagement plan, bilingual staff members will be utilized to connect with families in the ways indicated below.

Universal Outreach (Tier 1)

In this level, a connection is made with all students and follow up is conducted when a student is missing from distance learning. The district will continue to verify all absences on the day the student is absent. This reinforces a culture that values student engagement in rigorous learning and demonstrates the connection between attendance and academic outcomes even in a distance learning setting. School staff will utilize these strategies when contact is made with the student's family following an absence. 1.) Verify current contact information including phone numbers and addresses. 2.) Conduct the parent contact daily by either a call, email, or text. 3.) Communicate clearly with parents about the effects of absences on academic progress. 4.) Help determine barriers to learning and develop a plan to support student needs including: technology, health, mental health, social services, etc.

Early Intervention (Tier 2)

In the Early Intervention level school staff is unable to reach a family member when a student has continued absence from distance learning or students have continued to miss school - missing more than 60% in a week. At this level, a referral is made to the site outreach support team. In addition to the intervention strategies used in Tier 1 Universal Outreach, The following strategies may also be used: 1.) Schedule a student and parent meeting 2.) Schedule a referral for counseling 3.) Schedule weekly/daily check in/check out meetings between the student and school staff member 4.) Arrange positive contacts from the student's teachers. 5.) Match the student with a mentor 6.) Refer the student to any needed agency for additional support. 7.) Conduct Home Visits.

Intensive Intervention (Tier 3)

For students who continue a pattern of chronic absenteeism or where a loss of contact has occurred despite offering needed supports and intervention, the School Attendance Review Team (SART) is appropriate. Move student to in-person instruction when feasible.

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.]

Dinuba Unified School District will provide nutritionally adequate meals, especially for those students who are eligible for free or reduced-priced meals, because a child cannot focus on learning when they are feeling hungry. School meals boost learning, and students perform best academically when well nourished. All meals are served at no charge to Dinuba Unified students and community children up to the age of 19 under the Summer Seamless Option (through December 2020). All meal service practices will be approved by the local health department. Food Service Staff will be trained on the proper use of disinfectants in order to ensure appropriate application. The Food Service Department will adhere to the following protocols to ensure the safety of students and staff:

General Measures

- During all preparation of meals the Child Nutrition staff will wash their hands every 30 minutes.
- Staff will wear hairnets, clean aprons, gloves and face coverings while standing 6 feet apart.
- All surfaces will be sanitized daily before and after use and whenever needed.

When Schools are on Distance Learning

- Meals will be distributed at curbside during distance learning to limit crowds.

When Students are Present

- Floor markers will guide students as a reminder of social distancing.
- Students will wash/sanitize hands before and after each meal. Staff will reinforce and teach students proper hand washing/sanitizing procedures. Additionally, a sufficient amount of soap and hand sanitizer will be maintained at all times.
- Cafeteria staff will also teach and reinforce handwashing protocols with students.
- Breakfast and lunch items will be served on a disposable foam plate or to go box from the cafeteria.
- Breakfast will be served in the cafeteria and eaten in the classrooms.
- Lunch will be served in the cafeteria and eaten either in the classrooms, in the cafeteria using physically distancing protocols, or eating outside when weather permits.
- Teachers will use gloves if assistance is needed to open food containers for any student.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]		[\$ 0.00]	[Y/N]
Academic Coaches	Academic Coaches provide additional support to classroom teachers and instructional assistants (funded by LCAP) *	\$1,088,837	Y
Instructional Support Teachers	Instructional Support teachers provide additional support to struggling learners. English Learners, Foster and Socioeconomically disadvantaged students will be given priority for services (Funded by LCAP) *	\$ 677,808	Y
Director of Intervention	Oversees all instructional support services*	\$ 186,646	Y
District Teacher Librarian	Support	\$ 136,616	N
Behavioral Aides	Provide additional behavioral support for identified students	\$ 721,318	N
Community Liaisons	Community Liaisons will communicate with families and make referrals to obtain other services, as needed (funded by LCAP) *	\$ 420,935	Y

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
31.48%	\$ 17,450,195
The following services are funded through LCAP and help to further support our our English Learners, Foster Youth, and Low-Income students:	
Academic Coaches - 25%	
Supplemental Books to support ELD	
Learning Guidances and Student Support Center	
Intervention Resource Classroom (IRC)	
PLC Leads	
Teacher Mentor/Mentee Program	
Customer Service Training	
Trauma Informed Practices for clerical staff	
Additional information regarding actions in our Local Control and Accountability Plan (LCAP) is available on our website https://www.dinuba.k12.ca.us	

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 majority of the actions in the plan were provided across the entire school district and were created after consideration for special student populations. The actions within the Learning Continuity Plan labeled with an asterisk are provided district-wide and are contributing to increased and improved services for unduplicated pupils.

The needs of foster youth, English learners, and low-income students were considered first when developing the plan. Technology and internet access needs were assessed as a priority for planning our actions since low income students, homeless/foster youth, and English learners are at greater risk of lacking these components. Additionally, achievement trends and attendance trends of the unduplicated groups were considered when planning actions to address learning loss. The DELAC focus group was particularly aimed at identifying needs of English learners to be considered when developing the plan. Additionally, schools were asked to include the parents of English learners and parents of low-income students when forming the site focus groups to ensure that the needs of our unduplicated populations were considered first while developing the Learning Continuity Plan. For foster youth, the district planned for outreach and communication with the students and families prior to the beginning of the school year in order to determine the need for school supplies and resources. Connectivity equipment was prioritized for foster youth and homeless students. For English Learners at the elementary level and middle school the district ensured the provision of Designated ELD instruction in the Distance Learning model that provided both synchronous and asynchronous instruction. For students at the middle school and high school level, English Learners receive designated ELD instruction within the appropriate level ELD course. Additionally, EL students have been prioritized for additional intervention and tutoring supports along with homeless/foster youth, and low-income students. For students with exceptional needs, the district has created individualized Distance Learning Plans to ensure progress

towards individualized goals and services are addressed in a distance learning environment. This was established in order to meet the unique needs of students receiving special education services.

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

All English Learner students receive Designated and Integrated ELD as part of their required core program. In addition, the district has identified a group of EL students in need of further support beyond what is required and given to all ELs.

- Identified EL students, foster youth, and low-income students will be prioritized to receive additional intervention services from credentialed reading intervention teachers in order to mitigate learning loss.
- Identified EL students, foster youth, and low-income students will be prioritized to receive additional support from certificated tutors to assist with completion of classroom assignments, concept reteaching, and additional practice of important grade level standards in order to mitigate learning loss. .
- In order to provide a higher quality of ELD instruction to students, the district provides additional staff development to teachers on ELD strategies for distance learning and how to deliver effective ELD instruction within a virtual classroom and intervention setting in order to mitigate learning loss. .
- ELD curriculum was adjusted and redesigned during the summer of 2020 to provide support to our English Learners as well as provide additional distance learning activities to support their development of English.