

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

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

The district came together and focused on an implementation plan of feeding students and providing distance learning. High quality learning continued through instructional packets that were put together based on common core state standards. Several days were designated for packet pick up and drop-off; the percentage of students picking up and dropping off was about 99%. Technology was prioritized for high school seniors to ensure course completion and graduation. Food services started on Monday, March 16. Professional development was provided weekly to staff. As their needs varied, supports were specific to staff members. The main source of instruction was through instructional packets; all resources and materials were available on the website along with packet distribution and drop off. The majority of teachers held virtual office hours, recorded instructional videos, created Google classroom assignments, held Zoom meetings, and took extra steps to connect with and assist their students. The additional methods included, but were not limited to: Google Hangouts, Khan Academy, Facebook Live, and many more. All students receiving intervention services were also continued virtually during this time.

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

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

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

English Learners: Teachers included materials in their packets for English Learners. Links to specific, on-line resources designed to support EL students were also posted on the schools'

websites. All bilingual staff (teachers, instructional aides and clerical) were partnered with an English-only speaking teacher to assist with home communication. EL students continued to

receive instruction in both designated and integrated English language development through instructional packets and virtual instruction. EL students who were not on grade level for

reading were provided books and live read-aloud calls to their teacher for continued reading support. Differentiated instructional materials were assembled and provided to English Learners

based on their individual needs. Migrant families were contacted by the regional Migrant Office to provide support and resources.

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

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

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

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

There were a number of challenges that were presented but were worked through. The first was a lack of refrigeration/frozen cooler space to keep the increased quantities of food, the district was able to purchase and or rent refrigeration units during the first week of school closure. Additionally, vendors were not able to keep up with the sheer volume of food that was required; therefore, a lack of variety of food was

something that could not be avoided. A true success was the staff that continued to serve the students by working extended time and during breaks. Our community and students were very grateful.

Staying connected to our students and community was one of the most important areas upon which the district focused. Teachers and bilingual staff connected with parents and students weekly and many, daily. Caruthers Unified utilized certificated, classified and administrative staff members to maintain relationships and further the learning of new content. These weekly and daily meetings provided staff the ability to find out their needs and provide accordingly. All students who had been meeting with counselors or who had social-emotional or psychological services were continued virtually. Staff used a variety of platforms to reach students on top of phone calls, text messages and various communication apps that were already in place.

Stakeholder Engagement

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

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

- Clarifying questions and/or comments.
- Input/suggestions for assessing and addressing learning loss, supports for students who are struggling or have special needs, supports

for social and emotional well-being, and access to technology. Ideas were solicited in case of each of the three different scenarios

presented. There was a greater focus on input for the Distance Learning model.

- Concerns and suggestions for providing student meals in each model.

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

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

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

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

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

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

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

Student Input Meeting – Surveyed September 7-11, 2020

PAC Input Meeting -- September 2, 2020

DELAC Input Meeting -- September 1, 2020

The superintendent responded/There were no comments or questions submitted by the PAC or DELAC.

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

Public Hearing -- August 31, 2020

Board Adoption – September 28, 2020

Submit to FCSS -- September 29, 2020

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

[THE DISTRICT MADE THESE EFFORTS TO ENSURE REMOTE ACCESS AND TO ENGAGE FAMILIES]

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

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

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

In-person instruction will begin once Governor’s Office, the Fresno County Health Department, and County Superintendent of Schools have notified the District it is allowed to open for in-person instruction. The district would open partially as described below, enabling school officials to comply with all of the guidelines and regulations required by the health department, which require districts to have a plan in place to mitigate the spread of COVID-19. The Caruthers Unified School District In-Person instructional plan is designed to follow:

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

The survey data and other input from parents and staff

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

- Children should be screened at home for COVID 19 symptoms prior to being sent to school
- All students will be screened for symptoms and receive a temperature check before entering school
- Children should not come to school, and should notify school officials if they or a family member become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to

someone with COVID-19 symptoms or a confirmed or suspected case.

- Students should not stand in close proximity to anyone

- Students should come to school with a cloth face covering (mask). Face coverings should not be placed on children younger than two years-old
- Children who display a fever and/or any other symptoms of COVID -19 cannot remain on campus, and must be picked up

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

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

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

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

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

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

[<https://tinyurl.com/StudentTeacherRelationships>]

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

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

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

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

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

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

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

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

Description	Total Funds	Contributing
The District will purchase appropriate safety equipment (thermometers, masks, face shields, gloves, etc.) to support safe interactions between students and staff in classrooms and on campuses.	\$21,161.30	No
The District will purchase appropriate equipment and materials (UVC lamp stands, HVAC, air purifiers, hand sanitizers, disinfectant wipes, etc.) to maintain rigorous conditions of cleanliness.	\$450,000.00	No

Description	Total Funds	Contributing
The District will follow rigorous safety protocols to ensure the well-being of students and staff on school campuses and other District facilities. This will include equipment and materials for regular COVID-19 testing of students and staff.	\$195,522.00	No
In order to address SBAC math performance, Caruthers High School has hired an additional math teacher to reduce class sizes, providing increased support for students at-risk.	\$78,582.00	Yes

Distance Learning Program

Continuity of Instruction

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

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

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

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

In order to address SBAC math performance (81.3 points below standard), primarily for unduplicated pupils, Caruthers High School has hired an additional math teacher to reduce class sizes, providing increased support for students at-risk. The high school will also provide students with digital access to the library.

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

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

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

Alphabetic listing of students with assigned time slots

One-way movement through the stations in the school gym

Meeting with a counselor, following mask and distance requirements

Instructions for connecting hot spots, including a "cheat sheet" of shortcuts for parents and students, in English and Spanish

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

Teachers will be required to take attendance daily and fill out weekly participation logs.

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

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

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

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

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

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

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

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

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

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

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

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

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

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

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

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

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

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

Pupil Participation and Progress

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

Students will participate in structured digital instruction/learning from home using a variety of tools based for the Canvas platform. They may include, but not be limited to, Google Classroom, Study Synch (7-12), Listen Wise, Kahn Academy, Scholastic News, and others, district-wide. Unduplicated students, students with exceptional needs, and students who are considered high risk (academically, socially emotional) will be identified and scheduled for additional support to accelerate learning during afternoons. The structured digital learning schedule will be site based and will include structured times for students to engage in synchronous (live direct) digital instruction/learning.

Attendance taking will follow the same procedure regardless of distance learning or in-person.

Caruthers Elementary School Daily Distance Learning Schedule

PERIOD	START TIME	END TIME
Prep	8:00 am	8:30 am
Elementary Instructional Block/ Middle School Core 1	8:30 am	10:30 am
TK/Kindergarten Start	9:30 am	
Break	10:30 am	10:45 am
Elementary Instructional Block/ Middle School Core 2	10:45 am	11:45 am

Lunch/Prep	11:45 am	12:30 pm	
Elementary Instructional Block/ Middle School Core 2	12:30 pm	1:30 pm	
Designated ELD / Middle School Academic Support / PE / Mental Health	1:30 pm	2:00 pm	
Professional Learning / Collaboration / Office Hours / Prep	2:00 pm	3:00 pm	

Caruthers High School Daily Distance Learning Schedule

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

PERIOD	START TIME	END TIME
1A	8:00 am	9:10 am
2A	9:20 am	10:30 am
3A	10:40 am	11:50 am
Lunch	11:50 am	12:25 pm
4A	12:30 pm	1:40 pm
Advisory (DA / ELD / Wellness Checks)	1:50 pm	2:20 pm
Office Hour	2:20 pm	3:15 pm

The district is collaborating with instructional staff and stakeholders to develop guidelines for time value of student work

Distance Learning Professional Development

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

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

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

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

Tulare County Office of Education Webinars on Effective Distance Learning and Using Digital Tools to Teach
Using the CANVAS Digital Platform
The Distance Learning Playbook

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

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

Staff Roles and Responsibilities

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

Everyone has become a tech support person, helping each other and teaching parents how to access learning resources through the devices.

Everyone answers phones to answer questions and provide support.

Paraprofessionals assist with meal distribution, including riding busses to deliver meals to families.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

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

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

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

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

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

Experts have long known that difficult childhoods often experienced by Foster youth, Homeless youth, Immigrant youth, and children in poverty are linked with a wide range of health risks later in life. Those who have been identified for social-emotional intervention will be placed on a Zoom schedule, as appropriate, to meet with the school counselor or District psychologist. During this time, student goals will be reviewed and monitored. This will also serve as a counseling session for students. During F2F meetings, all health and safety guidelines will be strictly enforced.

The hours will be increased for instructional aides to provide support in grades K-8 for English Learners, students with exceptional needs, Foster Youth, or students experiencing homelessness who have experienced learning loss, or who appear to be in danger of doing so. These paraprofessionals will work closely with the reading teacher to provide synchronous, small groups or individuals to accelerate learning.

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

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

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

Description	Total Funds	Contributing
The District will use the Canvas Learning Management System as its basic platform for distance learning.	\$169,267.00	No
The District will integrate learning applications into the Canvas system to provide effective distance learning.	\$59,287.57	No
In order to address SBAC math performance (81.3 points below standard), primarily for unduplicated pupils, Caruthers High School has hired an additional math teacher to reduce class sizes, providing increased support for students at-risk. (See "In-Person Instruction" section action.)	See In-Person Instruction Section Action	Yes

Description	Total Funds	Contributing
Professional development in effective distance learning practices that support accelerated learning for low income students, English Learners, Foster Youth, and homeless students.	\$380,600.00	Yes
The District will provide technology for students to use with distance learning. It has made a significant investment in additional Chromebooks to ensure that every student has one at home.	\$729,937.50	No
If a student does not have reliable internet at home the District will verify the need and assign a hotspot for the student family. The District has purchased many hot spots to provide internet access in homes where the families are unable to provide it. If needed, students will be provided with a pair of headphones to use with their device.	\$378,177.01	No

Pupil Learning Loss

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

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

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

- Students will again be assessed using the same multiple measures, as appropriate, for which there is 2019-20 data.
- The difference in scores will be determined as 2019-20 academic growth.

- The 2019-20 academic growth will be compared to what would have been constituted a year's growth for those assessments. Any difference that indicates less than one year's growth in that academic area will be considered learning loss for 2019-20.

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

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

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

- Progress monitoring will be on-going and provided by the classroom teacher/RSP/ELD/Resource teacher to determine students' needs for intervention and additional supports. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to, Reading inventories, Math inventories, iReady assessments, Accelerated Reader assessments and IAB district benchmark assessments.
- The digital learning schedule as described in "Pupil Participation and Progress" will include structured times for students to engage in direct digital instruction. Progress monitoring by teachers for intervention and additional supports will be on-going during the time schools cannot have traditional in-person instruction. As needed, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the counselor or classroom teacher if their child has been identified for intervention and additional supports.

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

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

To address learning loss and to accelerate learning, the District will continue its after school program.

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

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

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

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

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

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

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

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

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

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

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

Both informal and formal progress monitoring will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student’s ability to recognize when they are learning, when they are not, and how to go about improving. [<https://tinyurl.com/StudentTeacherRelationships>].

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

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

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

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

Description	Total Funds	Contributing
The District will continue its after school program.	\$512,304.46	Yes
The District Reading Lab for struggling readers will continue through distance learning.	\$135,430.00	Yes
The District will expand the use of iReady in ELA and math to accelerate learning.	\$52,590.00	Yes
The District will purchase and use specific reading materials that will support accelerated reading improvement for unduplicated pupils, including English Learners and students with exceptional needs.	\$25,000.00	Yes
The hours will be increased for instructional aides to provide support for readers in K-8 who have experienced learning loss, or who appear to be in danger of doing so.	\$42,648.86	Yes

Description	Total Funds	Contributing
District has purchased additional guided reading materials so teachers will be more readily able to use this excellent instructional strategy to improve the skills of our struggling readers.	\$5,000.00	Yes

Mental Health and Social and Emotional Well-Being

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

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

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

Pupil Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The District stresses clear, frequent communication.

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

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

- Where can I find weekly and monthly schedules?
- Where can I find assignments and materials?
- How does my child submit work?
- How does my child retrieve graded work?
- How do I contact the teacher for academic help?
- How do I get technical help?

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

Tiered Plan for Learner Re-engagement –

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

This re-engagement plan describes practices and strategies that work to help improve levels of educational participation and attainment of disengaged learners. Focusing on grades K-12, it provides a description of pupil engagement and outreach, including the procedures for tiered re-engagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

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

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

Outreach:
Caruthers USD employs several site and district level positions that ensure students remain connected to school and provide outreach. These include support staff who monitor student attendance and identify students who fail to attend school on a daily basis. Our administrators reach out to students and families as to the cause of lack of attendance and to connect students and families to needed services. School counselors and administrators identify students as a habitual or chronic truant. At the district level, the Vice-Principals oversees the School Attendance to help truant students and their parents or guardians solve school attendance and behavior problems prior to referring them to the district level SARB. The district level SARB is composed of representatives from community and county agencies, and helps chronically truant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. The Caruthers USD SARB is convened as needed throughout the school year.

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

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

Pathways:
The District provides each high school student with orientation to develop a career and/or college pathway, which is reviewed every Spring. Caruthers High School provides Career Technical Education Pathways and is exploring how to effectively provide distance learning CTE. The strategies across the four elements are the basis for the Caruthers Unified School District re-engagement program. While the strategies appear to be independent, the prevention programs work together to address disengagement from school and to re-engage students into the learning process.

School Nutrition

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

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

A team located at the elementary school site will pack buses to drop-off meals to families on the bus routes with children enrolled in school. If a child does not get lunch delivered by the bus, hot lunches will be served daily at Caruthers High. For those students eating at the high school, all appropriate safety precautions will be followed, including a paper health questionnaire, social distancing, and masks. The process for the distribution of meals will follow practices that maintained social distancing for families and district staff.

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

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

The District anticipates that it may take two weeks or more to get an accurate count of meals, and is planning for as many as 1,600 each day.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	The District will survey staff to determine needs, then offer professional learning to staff in Mental and Social Emotional Well-Being.	\$1,000.00	Yes
Pupil Engagement and Outreach	The District is developing a plan for offering participation incentives to further interest and engage students.	\$10,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.22%	\$4,604,131

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.]

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

