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.]

As a result of the COVID-19 pandemic Central School District had to adjust to a distance learning approach to instruction on March 16, 2020. During those final months of the school year the district followed the guidelines for shelter-in-place and suspended all programs beyond the instructional day, engaged in online instruction while holding students harmless, and effectively had live contact with students and parents. Special education support and counseling services were provided. As a result of the district being placed on the San Bernardino County watchlist the district will begin the 2020-21 school year with a distance learning model. This means:

Athletics: After-school athletic programs on all campuses are suspended.

After School Programs: Regularly scheduled after-school activities are suspended.

Child Care: The district Kid and Teen Central childcare program will be available following all safety guidelines with a reduced number of students being served within the reduced 8-hour day being offered.

Physical Education/Music: These supplemental courses to the elementary academic core content will continue to be offered as synchronous instruction utilizing Zoom.

Professional Development: The student calendar was revised to move three student-free days specified for professional development within the 2020-21 school year to the week of August 3rd when teachers return, postponing the student start date to Monday, August 10, 2020. This allows for three full days for providing professional development supporting teachers with the learning management systems being utilized for distance learning. All staff, including special education staff and elementary music and PE teachers, will participate in the professional development. In addition, training for teachers includes responding to the social/emotional needs of students in a distance learning program.

Wellness: Central SD has full-time counselors at every site. During the previous school closure period district counseling staff stayed connected with students who accessed mental health supports on their campuses prior to school closures. In addition, counselors followed up with any student indicating they were feeling stress or trauma as a result of the shift to distance learning or the shelter-in-place orders. As we begin the year with a distance learning model, counselors will again reach out to students on their caseload to connect and ensure emotional needs are being met. In addition, the counselors will collaborate with teachers during the current distance learning model to identify any new students or families that need mental health supports.

Stakeholder Engagement

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

As planning began for the 2020-21 school year multiple district surveys were conducted regarding instructional models and plans for reopening schools. Information from these surveys was synthesized for use with district stakeholder groups. Information requesting public feedback was also shared on the new district app. Stakeholder groups were identified to provide input and feedback regarding a distance learning model, a blended/hybrid model, and returning to school in a traditional model following CDC guidelines. Within the various models were multiple options that were shared and discussed with all stakeholder groups. During June and July emails and phone calls in English and Spanish were made to invite stakeholder participants to virtual meetings. The virtual meetings included video or telephonic options to ensure access for all stakeholders. Multiple meetings were held with our District Advisory Committee comprised of parents representing all sites and programs including English learners, economically disadvantaged students including foster youth, and students with special needs. In addition, meetings were held with our California School Employees Association (CSEA) bargaining team, our Central Teachers Organization (CTO) Executive Board and bargaining team, our administrative team and members of our classified staff. All stakeholder group feedback was considered and, based on consensus, utilized in this Learning Continuity and Attendance Plan (Learning Continuity Plan). The summary of feedback provided by stakeholder groups is below.

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

All meetings were provided virtually using the Zoom or Go-To-Meeting platforms to allow for safe participation. Both Zoom and the Go-To-Meeting platforms allow for participation by simply calling in from a phone. Multiple dates and times were offered to all stakeholders to allow all members full participation. The Learning Continuity Plan was posted on the district website 72 hours prior to the public hearing which was held at a regular board meeting on August 13. The Learning Continuity Plan was adopted by the Board of Trustees at a regular meeting on September 10, 2020.

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

Stakeholder feedback was gathered regarding each of the three models for which we were planning. While all groups expressed confidence in the district following CDC guidelines regarding the safe return to schools, concerns were also raised regarding safety for staff members and the possibility of students exposing at-risk family members during either of the in-person instructional models. After much discussion with all groups regarding the blended/hybrid model it was decided that students would return in cohorts following an AM/PM model as opposed to the option of two days a week. Stakeholder feedback that led to this decision included providing the opportunity for teachers to connect in-person four days a week as opposed to two. Another consideration supporting the decision was the confidence in the effectiveness of smaller group instruction, even within a shortened physical day, with teachers providing meaningful asynchronous instruction and activities for the second half of the day. The opportunity to meet with program specialists, health clerks and nurses, counselors and mental health specialists four days a week was another specific contributing factor taken into account in selecting the AM/PM model.

The feedback influencing the decision to use an AM/PM model in the blended/hybrid model was also used to determine the instructional schedule for the distance learning model. Therefore, in the distance learning model, students will follow a regular, Monday – Friday schedule to provide the opportunity to meet with program specialists, counselors and mental health specialists. Stakeholder feedback regarding the distance learning schedule was taken into consideration when determining how much synchronous instruction would be provided within the

regular classroom day. Considerations for this model included how much screen time is appropriate for students, how to most effectively engage students with their class and teacher and how to best support parents who may be working from home. Based on all the feedback from all stakeholder groups the decision was made to provide a Monday – Friday schedule that includes a minimum of two hours of synchronous and one hour of asynchronous instruction for transitional kindergarten and kindergarten students and a minimum of four hours of synchronous instruction for first – eighth grade students. In addition, elementary students will continue to receive PE and music instruction from the PE and music specialists and all teachers will provide additional student support time within the regular instructional day. All of these decisions were finalized based on stakeholder feedback. Members of the ELAC and District Advisory Committee were part of the focused stakeholder groups and the plan will be presented to both ELAC and DAC at the September meeting. Any comments received will be responded to in writing.

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

As a result of the stakeholder input the AM/PM hybrid/blended learning model was selected as noted above. In addition, a designated study hall/student support class period is included in the middle school schedule and designated time is provided within the elementary instructional day to provide students with additional time for individualized support and a reduction of screen time, a concern noted by some parents on the District Advisory Committee. Additional layers of support were added to the distance learning plan to address the needs for student services, English learners and economically disadvantaged students, in both in-person instruction and a distance learning model. The need to measure learning status as a result of school closures in March was also identified, and the need for new strategies to support English learners, economically disadvantaged students and pupils with exceptional needs was identified and is addressed within the Pupil Learning Loss section of this plan.

Continuity of Learning

In-Person Instructional Offerings

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

When allowed, with safety measures and social distancing in place at our schools, students will return to school to be taught in person by their teacher(s) using a hybrid/blended model. Students will physically attend school Tuesday through Friday for three (3) hours a day and complete follow up course work at home for the rest of the instructional day. This blended learning small class model will allow for social distancing and limit exposure to COVID-19. Students will be divided into two (2) cohorts (Cohort A, Cohort B) with Cohort A attending the first three (3) hours of the day and Cohort B attending after lunch for the last three (3) hours of the day. Cohort B will be doing at-home learning assignments assigned by the teacher the previous day while Cohort A is learning in the classroom, and vice versa- Cohort A will complete at-home learning while Cohort B is in school. This program allows the school to meet all social distancing requirements while still providing in person instruction, accountability, and student services such as counseling and intervention four days a week. Mondays will be an *at-home* learning day so that teachers can participate in required school meetings and professional development. Every effort will be made to assign family members to the same cohort, and CSD is currently working on a childcare option for students to attend during their *at-*

home learning time through our Kid Central Child Care Program. Using the AM/PM cohort model will allow teachers to provide focused, differentiated instruction to small groups based on newly purchased assessments designed to identify current student levels in English Language Arts and math.

When students physically return to campus, staff and students must adhere to safety guidelines established by the District. All district guidelines were informed by the Centers for Disease Control and Prevention (CDC), San Bernardino County Department of Public Health, County Superintendent of Schools, and other state and local agencies. These guidelines or directives are subject to shift and change as further protocols are received. Students will wear face masks. Staff will wear face masks or clear face shields, which allow for their voices to project and for students to have the ability to see their teachers' face in classroom interactions, unless otherwise determined by the Superintendent/designee. In addition to these protective measures, all staff and students will adhere to health screenings and temperature checks at the beginning of the school day. Classrooms will be sanitized between cohorts and students will continue to have their own desks and supplies wherever possible. Social distancing of six feet will be practiced through reduced classroom occupancy, one-way pathways through halls and stairways, protocols and signage established in offices and other spaces, as well as modifications in instructional schedules. The District will provide consistent reminders about personal healthy hygiene and students will receive reminders and opportunities to wash hands throughout the day.

In order to identify learning loss as a result of school closures additional district-wide assessments have been purchased to supplement the typical district cycle of assessments. The Renaissance Math diagnostic assessment will be administered for all 1st – 8th grade students, the Reading Inventory (RI) will be administered to all 3rd – 8th grade students and the individualized Fountas and Pinnell Running Records will be used with 1st and 2nd grade students to help teachers identify what students know and can do in different domains. These assessments will be used to help teachers build on students' strengths and address their specific needs for the 2020-21 school year. These assessments, along with the regular district benchmark assessments, including the use of the California Assessment of Student Performance and Progress (CAASPP) interim assessments, will round out the list of diagnostic and formative assessments being used this year. Summative assessments will be administered based on instruction provided and all information will continue to be used by teachers to adjust ongoing teaching and learning strategies to improve students' attainment of learning targets or goals.

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

Description	Total Funds	Contributing
Purchase Additional Reading Inventory Licenses for 3rd – 5th grade diagnostic and formative assessments.	$8,258.00	N
Purchase Renaissance Learning Math Licenses for 1st – 8th grade diagnostic and formative assessments	$33,156.00	N
Purchase iReady Licenses for 6th – 8th diagnostic and formative assessments	$4,500.00	N
Purchase Pioneer Valley Educational Licenses for Bear Gulch Intervention Students	$600.00	Y

Distance Learning Program

Continuity of Instruction

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

Safety and learning have been the top priorities when considering all plans for the 2020-21 school year. With this in mind, meetings with stakeholders led to the specifics of the schedules and logistics for both the hybrid/blended learning and the distance learning models detailed above. One additional consideration was the need to be ready and able to transition between in-person instruction and distance learning. To support the need for instructional continuity students are rostered to the same teachers they will have all year regardless of instructional delivery model. To further support continuity of instruction, Seesaw, a new learning management system (LMS) has been purchased for all elementary sites. This LMS will be used with all learning models and provides comprehensive access for parents to monitor student assignments and progress, while also communicating with the teacher. Our current LMS, Office365/Microsoft Teams, will continue to be utilized for the same purposes at our middle schools. While much of our curriculum is available online, all sites are also checking out textbooks and sending home student workbooks to support or supplement instruction. Our teachers have been preparing to provide virtual instruction that closely aligns to the instruction they will deliver when students return to campus. Schedules have been standardized across the district.

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.]

Parent surveys that included questions regarding the need for internet access and student devices were sent to all families using the district communication system beginning in June 2020. Of the 1107 survey responses 15% of parent respondents indicated their student did not have access to a device to support distance learning and 2% indicated the need for internet access. Once the decision was made to begin the 2020-21 school year using the distance learning model, weekly district communications were delivered to all families via email and phone calls. The communications contained information regarding the opportunity to check-out a district laptop and the process to follow. These communications were sent out in both English and Spanish. In addition, school administrators have sent regular communication regarding the reopening plans and access to technology. All requests for laptops and hotspots for internet access, which have increased to 45% requesting laptops and 4% requesting hotspots, have been granted across the district. In order to provide ongoing technical support for students using district-issued laptops tech helplines have been established and information regarding support is provided to parents at the time of laptop distribution. Case carriers for students with special needs have reached out to their families to ensure they have access to the necessary technology. During the school closures in 2019-20 all students received "non-tech" activity plans. This ensured that all students could complete the grade level activities assigned by their classroom teacher on a weekly basis. If a parent did not have access to see the posted Weekly Lesson Activity Plans a hard copy was printed and provided for them. Students with special needs were provided with hard copies of all instructional materials and these packets were either picked up by families or mailed home to them. Teachers, with the support of counselors and site administrators, connected with all students/parents on a weekly basis, at a minimum, to ensure student and family needs were being met.

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.]

As stated in the Continuity of Instruction section of this plan, teachers have been preparing to provide virtual instruction that closely aligns to the instruction they will deliver when students return to school. Each morning for elementary school students, and each period for middle school students, teachers will begin class with a live virtual class session. Attendance will be taken daily and by period for middle school and a minimum of four hours of synchronous instruction will be provided in core content areas for all students. In addition, synchronous instruction in PE and some electives and interventions will continue to be provided for middle school students and synchronous instruction in both PE and music will be provided for elementary students. These synchronous instructional minutes meet the minimum school day as defined by Senate Bill 98, California Educational Code Section 4305. In addition to the synchronous instruction included within the distance learning model, asynchronous instruction and assignments will be provided for students. Asynchronous assignments will be distributed using the district LMS and will be reviewed by teachers for feedback and grading purposes. A district Distance Learning Attendance Plan has been developed and includes the coding to indicate the duration and type of daily interaction along with an Individual Distance Learning Plan that is part of a three-tier plan of intervention: Universal Outreach, Early Intervention and Intensive Intervention for students struggling to engage with the virtual classroom. A Combined Daily Participation and Weekly Engagement Form will be used to monitor all individual student academic participation on a weekly basis.

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.]

During the school closures in April and May of 2020 professional development workshops were provided for teachers in the use best use of Zoom for virtual instruction and the learning management systems (LMS) of Seesaw and Teams. Optional professional development opportunities were offered to teachers over the summer focusing on these same areas. During the week of August 3rd, when teachers reported for the 2020-21 school year, three days were devoted to professional development on the LMS and Zoom. The focus of this training was based on both student, staff, and parent need as we transition to distance learning. This training was provided by both our district Teachers on Special Assignment (TOSA) and by an outside consultant for Microsoft. A fourth day was dedicated to teacher support as final preparations began for classroom instruction. Ongoing designated professional development in the use of technology to support distance learning will be provided on a monthly basis to all teachers and the TOSAs will continue to embed regular support on a daily basis.

Staff Roles and Responsibilities

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

As a result of COVID-19 modifications of roles and responsibilities have been made for some of our classified and certificated staff. Our paraeducators are being trained to support students and teachers during virtual instruction as opposed to providing in-person small group support. Our health clerks and nurses will be tasked with reaching out to families to provide support and/or resources as needed. Our newly hired Assistant Principals will work with counselors to monitor attendance and engagement during the distance learning model. Our Childcare Assistants will be providing supervision for students in the program as they engage with their virtual classroom and our proctors

will provide support for our food service workers as they prepare meals for our meal distribution program. Our technology department has added the responsibility of distributing laptops and hotspots for all students upon request and has established, and will maintain, a new helpline to provide technology support for students during distance learning. Finally, all staff have been trained on proper sanitization to ensure that sites are appropriately disinfected.

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.]

In addition to ensuring that all pupils with unique needs have the technology necessary for success in a distance learning environment, school counselors, mental health clinicians and intervention coordinators will continue to provide services as appropriate. All students with an IEP will be provided with an individualized Distance Learning Plan that includes a description of how their IEP will be implemented during the distance learning model. Along with students previously identified for services, counselors will focus on the mental health needs of our English learners, economically disadvantaged students and students with special needs through a combination of check-ins and ongoing sessions based on need. Site Intervention Coordinators will continue to provide academic intervention and support based on diagnostic assessment data and Extended Instruction teachers will provide support within the synchronous instructional time and beyond. Health clerks from all sites, along with our district nurses, will do telephonic family wellness checks to ensure that student and family needs are met and to provide community resources as needed.

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

Description	Total Funds	Contributing
Purchase Seesaw Learning Licenses for use as elementary Learning Management System at all elementary sites.	$13,959.00	N
Purchase WeVideo Licenses for instructional use by teachers and middle school students for student products.	$4,000.00	N
Renew Illuminate Licenses for maintaining student academic data information.	$31,819.00	N

Pupil Learning Loss

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

All students will participate in diagnostic assessments in English Language Arts (ELA) and mathematics within the first three weeks of school. The results of these assessments will be used by classroom teachers to determine individualized student learning needs to inform their instruction. Site Intervention Coordinators will continue to work with classroom teachers to provide targeted interventions in both ELA

and mathematics and will coordinate intervention groups taught by Extended Instruction teachers. Initial ELPACs will be administered following CDE guidelines and students will receive their English Language Development (ELD) instruction from their classroom teachers. Additional virtual support will be provided for English learners by designated ELD paraeducators to help mitigate learning loss. The Reading Inventory and Renaissance Reading and Math assessments will be used every trimester to monitor student progress as well as to determine individualized learning needs. Intervention groups will be adjusted based on data from progress monitoring. District benchmarks in ELA and mathematics will also be used to monitor student progress and to inform instruction.

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.]

In order to address learning loss teachers will utilize student assessment information to first determine student needs. Small group instruction will be utilized in all learning models (breakout rooms in distance learning) and will be supported by paraeducators, Intervention Coordinators and Extended Instruction Teachers. The Intervention Coordinators and Extended Instruction Teachers focus on monitoring and meeting the needs of our English learners, economically disadvantaged youth, and students with special needs. A variety of instructional strategies will be utilized to accelerate student learning including targeted instruction clustered around essential content standards, checking for understanding and providing time for students to do guided practice under the virtual supervision of the teacher. Additional support will be provided by teachers for identified students during the designated student support time. The district-wide online platforms will be utilized to distribute differentiated activities or materials based on student need, and to allow the teacher to provide timely individualized feedback to students. English learners (Els) will continue to get additional support from the designated ELD paraeducator and Rosetta Stone will be provided at home for Els and their parents to support the acquisition of English. Individualized Learning Distance Plans have been created for all students with special needs to support the implementation of the student's IEP.

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.]

All student progress will be monitored on a regular basis through our LMS and Student Data Information System (Illuminate). Intervention Coordinators at all sites are responsible for monitoring and synthesizing student data and collaborating with classroom teachers regarding student progress. Site and district administration will also use the LMS and Illuminate to measure effectiveness of services and support being provided for student groups. Students in targeted intervention programs, including Read 180 and System 44, will participate in the program's ongoing assessment component to ensure progress is being made. Regularly scheduled staff meetings and professional learning community time will be used to focus on student achievement to measure the effectiveness of the virtual instruction as well as the targeted interventions. Monthly Intervention Coordinator meetings held with the Educational Services Program Coordinator and Assistant Superintendent, Educational Services will be used to monitor student progress and measure program effectiveness.

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

Description	Total Funds	Contributing
Purchase Carson-Dellosa Bridge materials for TK- 5th grade students.	$36,181.00	N
Maintain 11 FTE Intervention Coordinators to monitor targeted student progress.	$1,210,000.00	Y
Maintain 13 Extended Instruction Teachers to provided intervention and additional support for targeted students.	$258,149.00	Y

Mental Health and Social and Emotional Well-Being

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

Central School District employs 10.5 site-based counselors and 2 full-time district mental health clinicians to support students and families. These staff members played a critical role during the recent school closures. A variety of methods have been, and will continue to be, employed including, but not limited to:

-creating or posting videos for staff, students, and families regarding social and emotional well-being, coping with stress and supporting students with trauma

-connecting with students and families to follow up on mental health services already in place or to connect with students and families in need, based on teacher recommendation or student and parent request

-mental health specialists and counselors collaborating with teachers to identify additional students in need of mental health support

-providing virtual counseling sessions for students

-utilizing the Beck Youth Inventory, Rating Scale of Impairment to assess heightened social/emotion needs for students with special needs

-monitoring progress/improvement in identified areas of heightened needs for students receiving counseling support

In addition, all staff (certificated and classified) have received research based professional development on trauma informed instruction provided by Dr. Ron Powell and ongoing professional development will reinforce and support site plans.

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 is not engaging in instruction and is at risk of learning loss.]

During the 2019-20 school closures teachers, counselors, health clerks and nurses, intervention coordinators, and administrators reached out to families to ensure a minimum of weekly contact with all students and/or parents in addition to the virtual class meetings that were provided. As we begin the 2020-21 school year using the distance learning model teachers will be seeing their students daily via online access. Teachers will use their student support time to reach out to any student not engaging in instruction and will work with counselors, health clerks, and administration to ensure all students are accounted for and support is provided based on individual need. District nurses will continue to work with community programs to provide resources to parents that include assistance with clothing, food pantries and medical and dental needs. The district Distance Learning Attendance Plan includes the following tiered reengagement strategies for pupils who are absent from distance learning for 60% of the instructional days in a school week:

Tier One—Universal Outreach (on or before absence #3)

Classroom Response

Student communication

Parent/Guardian notification about absence/academic progress

Classroom-based intervention (assign tasks, buddy/partner, visual schedule)

School/District Response

-Verification of contact information

-Notification via Blackboard

-Principal/Counselor outreach (Determine student needs: technology, health, services, identify barrier to attendance)

-Attendance incentives

Tier Two—Early Intervention (on or before absence #6 or 3 unexcused absences in one week**)

Classroom Response

-Continue student communication

-Continue parent/guardian notification (develop communication plan; parent/student conference)

School/District Response

-Notification via Blackboard

-Principal/Counselor outreach (attendance/absenteeism education, weekly/daily attendance checks/contracts, referral to school based counseling)

-Attendance letter

-***Distance Learning Attendance Plan**

**Any student who is absent 60% of instructional time or 3 or more days in a week requires a Distance Learning Attendance Plan

Tier Three—Intensive Intervention on or before absence #9; absence #10+)

Classroom Response

-Continue outreach to student/family

School/District Response

-**Distance Learning Attendance Plan**

-Principal/Counselor outreach (attendance/absenteeism awareness programs, home visit, SST, referral to services)

-Attendance letter

-Referral to SART

**Continued violation of SART contract will result in referral to SARB Board

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.]

Central School District will provide meals for students eligible for free and reduced lunch during distance learning as well as when students return to an in-person, hybrid/blended model. The district has communicated with families to complete or renew their meal applications online for the 2020-21 school year. All school sites will be operating the eligibility-based National School Lunch Program and School Breakfast Program. All students will receive a student ID card, which will allow them access to their school meals account. Food Services will be providing Grab & Go Meals at each school site on designated days and times. Students or parents will present the student ID card at the point of sale and will receive breakfast and lunch food items for that day as well as consecutive days up to the next pick-up time. When students return for in-person hybrid/blended learning, school sites will operate a similar program, with free and reduced-price eligible students picking up prepared “Grab & Go” food items at dismissal time for that day and/or the following day.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	Purchase 1650 laptops for student use at home during distance learning	$810,131.00	N
Distance Learning Program	Purchase 75 hotspots for student use during distance learning	$6,464.00	Y
Distance Learning Program	Maintain monthly subscription of hotspots for student use during distance learning ($380 for10 months x 75)	$28,500.00	Y

Distance Learning Program	Purchase 100 touchscreen laptops for teacher use to support distance learning	$125,000.00	N
N/A	Provide curriculum for new district homeschool program (Central Homeschool Online Independent Course for Education-CHOICE)	$85,000	N
N/A	Designate district CHOICE teacher	$110,000	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
16.78%	$5,944,932.00

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.]

In determining the need for additional services for unduplicated students (English learners, low-income students and foster youth) multiple data sets were used. Attendance reports, behavior referrals and requests for counseling, along with student achievement results were all analyzed to determine the most effective ways to meet the needs of these student groups. Specific actions are included in School Plans for Student Achievement as well as the district Local Control and Accountability Plan and the new Learning Continuity Plan. The focus on effective instruction and support for English learners, as well as the increase of counseling services, Intervention Coordinators and Extended Instruction teachers are all explicitly in place to support the unduplicated student group. Ongoing monitoring of student progress takes place to measure the effectiveness of these actions and revisions to programs are made as necessary.

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

Central School District serves a 64% Unduplicated Pupil population (English Learners, low-income and foster youth) that has generated a proportionate share of the total Local Control Funding Formula Supplemental/Concentration allocation, estimated at $5.9 million. Central School District ensures these students are provided additional opportunities to achieve academic excellence in a dynamic learning environment that prepares them for success now and into the future. The additional support provided by the ELD specialist specifically increases support and services for unduplicated English learners (Els) and is intended to help elementary Els attain proficiency in English

before moving to the middle schools. The addition of middle school reading and math Intervention Teachers, and focused professional development and coaching, will support our unduplicated students in both ELA and math.

The expenditures identified in the actions below will be targeted toward this student population.

- Provide additional support to elementary ELD programs from middle school ELD specialist
- Provide additional support to middle school ELD students with coaching on integrated ELD in the ELA classroom
- Provide professional development to support the implementation of newly purchased designated ELD curriculum for middle school ELD electives
- Provide strategies to support English learners and Redesignated Fluent English Pupils (RFEP) within district professional development days
- Maintain highly qualified ELD teachers at the middle schools to work with English learners to ensure academic and social success
- Maintain English classes (Rosetta Stone) before and after school for students and parents
- Maintain 3.4 FTE Physical Education teachers to provide instruction to students while teachers work in Professional Learning Communities to focus on the instructional needs of targeted students
- Maintain 3 FTE music teachers to provide instruction to LEA students while 1st – 5th teachers receive release time to plan differentiated instruction for targeted students
- Maintain 4 FTE Intervention Teachers to coordinate intervention programs and monitor progress of targeted students
- Maintain 13 three-hour highly qualified teachers to provide interventions within the school day for targeted students
- Maintain 2 FTE additional middle school teachers to allow interventions within the regular day
- Hire 2 additional Intervention Coordinators to monitor and coordinate intervention programs at the middle schools
- Maintain additional 2 FTE middle school teachers to provide STEM elective classes for targeted students
- Hire 2 additional Assistant Principals to support middle school attendance and intervention programs
- Hire 1 Assistant Principal to support attendance and intervention programs at our largest elementary school
- Maintain additional counseling at the elementary sites to support the social and emotional needs of targeted students
- Maintain additional hours for elementary health clerks to support the needs of targeted students
- Maintain one additional FTE district nurse to work with targeted students and their families to increase student wellness and attendance
- Continue to implement the district plan for intake and individual learning plan for foster youth