

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.]

The COVID-19 pandemic has severely impacted the Corning Union Elementary School District (CUESD). Students were sent home from school with its closing in March of 2020. CUESD has a high un-duplicated count of 89.53% and the district continued to feed all students from the first day of the closing until the start of school this year. Feeding of all students at no cost continues. Distance Learning was limited due to access to devices and a lack of internet connection for many households. Academic packets were used from March, 2020 until the end of the school year. (June 4, 2020) The community of Corning has endured a higher than an average number of COVID-19 infections for the county, which has led to increased fear of returning to school as reflected in the parent requests. We received a high number of parents who requested Distance Learning. Additionally, prior to the start of school the county Public Health department reported a higher number of cases in the county than were acceptable to the state for purposes of being on the state watch list. Though the state did not put the county on the watchlist, this concern was reflected in the responses of the district on their desire to return or utilize Distance Learning. Distance Learning was selected for the district to start the year for an eight week period beginning on August 13th, 2020. On August 24, 2020, seven days into the school year Tehama County was put on the state watch list, which mandates that the district deliver distance learning beyond the eight week period until the county has been off the watch list for the time proscribed by the governor's plan for reopening. This was due to a high number of COVID-19 cases.

Stakeholder Engagement

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

In March of 2020, the original Local Control Accountability Plan (LCAP) was presented to parents and families at several site councils and at the District English Learner Advisory Committee (DELAC) meeting. Information regarding these meetings was sent out via e-mail and phone

calls in both English and Spanish. This occurred in March, 2020 prior to the COVID-19 closure. Parent surveys were also sent out to families with students in July of 2020 asking as to the stakeholder's preference in returning to school face-to-face or Distance Learning. This information was communicated in English and Spanish via robocall, e-mail, website, and social media requesting information as to preferences for return to school in the fall via in-person or Distance Learning. Reminder phone calls and messages were sent in English and Spanish and a random gift card drawing was held for survey-takers in order to increase participation. The survey also asked questions as to concerns about safety, hygiene, things the district could do to make parents feel safe and listened to in regards to school reopening. These surveys were followed up by requests in English and Spanish to identify their particular preference to determine the appropriate numbers of staff needed for a Distance Learning program. This survey and request involved numerous e-mails, follow up e-mails, automated phone calls, and follow up personal phone calls to determine the best data available. Additionally, the staff was also surveyed using a similar survey tool, asking them for their preferences for safety in returning and for any general comments regarding the return to school. Meetings occurred with teaching and classified staff as the district looked at options for reopening. Additionally, a special board meeting was held on the reopening of the school. Public comment was sought and received by parents and staff members during the meeting. The current meeting has been set with public hearing posted in English and Spanish and seeking public comment and participation. Additionally, meetings were held with the DELAC group in addition to the site councils of each school site to gather feedback as to how things are going and how they could improve, and how to address their concerns.

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

A special board meeting regarding reopening of the district for the 2020-2021 school year was posted publicly requesting public input. Input was received and considered from approximately 40 sources prior to the board's decision to move to Distance Learning. This Learning Continuity and Attendance Plan (LCP) was also posted on a regular board meeting as an item for public comment and for public hearing through public comment during the agenda item and at the hearing.

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

Parents and stakeholder groups indicated in the survey their preferences for returning to school, which included requests for Distance Learning and in-person instruction. Follow up phone calls with families who did not respond showed an increase in requests for Distance Learning beyond the original group, with families indicating they wished to change their choice to Distance Learning. This was during later July of 2020 and early August of 2020 when the numbers of positive COVID-19 cases were rapidly increasing in the district portion of the county. During this period a number of stakeholders called in and changed their preference to Distance Learning. After school started with Distance Learning, the DELAC group met and discussed the plans for reopening and returning to school. They expressed a desire for increased use of Spanish translation in communications from teachers regarding all matters, and a desire to return to face to face learning, even if in a hybrid model. Site Councils also expressed concern for missed work from the spring, in addition, to also requesting a return to in-person learning. Site Council members suggested some models for return to school when we are permitted and looking at the current structure of Distance Learning at their site to increase engagement. Site Council feedback also said positive things about Distance Learning, that kids were learning and they are able to access the learning. Learning loss was mentioned in all the meetings and suggestions were made for an extended school year, or a late bus for much-needed tutoring when we return to in-person learning. Parents at one site council suggested a staggered schedule for grade-levels as it can be difficult to help multiple children at once. Also, having a longer lunchtime so parents can run errands was an additional suggestion. Teacher communication with parents and some form of packets for students to work on at home was an additional comment.

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

The decision to start the school year with Distance Learning for eight weeks was influenced directly due to the responses given which showed an increasing request for Distance Learning to such a percentage that in-person and Distance Learning five days a week was not feasible with current staffing. Subsequently, our county, (Tehama) was put on the watch list on August 24, 2020, due to increased COVID-19 cases. The LCP data regarding Distance Learning reflects the desire from stakeholders for a comprehensive distance learning program with face-to-face contact with teachers and substantive content and lessons in all subject matter areas. Information from the DELAC meeting influenced direction on translation services for all programs in both Distance Learning and in-person learning. Information from the site council meetings regarding making up lost learning directly affected the structure and scope and sequence of our in-person and Distance Learning models. Feedback from stakeholders as to lack of access to technology resulted in Chromebooks being sent home for all students and free hotspots for internet connection for those families who did not have an internet connection. The current plan includes monitoring engagement so that schedules can be modified or changed to increase student involvement and success. Comments regarding learning loss are included in the plan for in-person learning. Distance Learning daily schedules area also being monitored for effectiveness to take in account parent response.

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.]

Continuity of Learning

All through July, the district was moving forward with plans to reopen school with face-to-face instruction and to offer a Distance Learning option for those families that were uncomfortable sending their students to school. As data was gathered it became clear that there were more families that opted for the Distance Learning model than could be supported with current staffing while offering simultaneous in-person instruction. During the time of data collection, the COVID-19 numbers were significantly increasing in Tehama County.

On August 6, 2020, the district held a special board meeting where it voted to open the 2020-21 school year in a 100% Distance Learning model for the first eight weeks. At that time Tehama County Public Health believed that the numbers would soon go down based on their

statistics. Instead, Tehama County was later added to the COVID-19 watchlist on August 25, 2020. While current health conditions do not permit delivery of in-person instruction, the district continues its preparation for in-person instruction and will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Delivering safe, in-person instruction is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes:

Modes of Instruction:

- To meet health, safety, and learning needs, the district is offering a 100% Distance Learning model for families the first eight weeks of the 2020-21 academic year as we work towards offering in-person instruction as soon as Tehama County is cleared from the COVID-19 watchlist. When in-person instruction is permitted, the district is considering a regular in-person schedule and multiple hybrid options.
- The district is preparing for potential shifts in instructional models as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and Distance Learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full Distance Learning model.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts

- To effectively coordinate with Tehama County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized at the middle school. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom or Google Meet breakout rooms to group students who are in-person and engaging in Distance Learning.
- Cohort sizes will maintain necessary physical distancing between students within classrooms.

Staffing

- Some teachers may be designated as Distance Learning teachers. These teachers will be scheduled with students who are engaging in 100% Distance Learning, though some students who are in 100% Distance Learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some Distance Learning teachers may also be paired with in-person teachers to provide synchronous lessons. Additionally, based on student and family needs, teachers may need to work with students from other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Most of the district's related service providers are able to provide their services in a virtual setting. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the students are scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key measures include:

- Physical distancing: Everyone must practice physical distancing from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- Face Coverings: Wearing a cloth face covering is required for all CUESD staff, students in 3rd-8th grades, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. In such case a face shield is required. Students in grades TK-2 are strongly encouraged to wear a cloth face mask, or face shield. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Ventilation and Air Flow: The district has added an air purification system (iWaveR) to All HVAC systems. Sites will replace all HVAC filters 2 times per year.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

- Classrooms: Classrooms will be arranged to allow physical distancing between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Additional hand washing station have been purchased to allow more access to running water and prevent any crowding around sinks in both classrooms and restrooms.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and hand washing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Tehama County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. CUESD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July-early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, full in-person), Distance Learning priorities, and preferred means of communication. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

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

Description	Total Funds	Contributing
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$15,634	No

Description	Total Funds	Contributing
Custodians/Maintenance Manager: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$764,936	No
Air purifying systems (iWaveR) have been installed with each HVAC systems Sites will replace HVAC filters 2 times per year.	\$71,268	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$188,481	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects	\$40,000	Yes
Handwashing Stations: Additional handwashing stations for locations where sink access is insufficient	\$6,334	No
Masks for all students and staff (2 per week for remainder of year) and shields for grades K-2	\$21,248	No
Thermometers for temperature checks by bus drivers and teachers.	\$8,312	No

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.]

In a Distance Learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98.

All content shall be aligned to grade-level standards that are provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students.

CUESD teachers will post class expectations and information sheets with information on accessing the teacher's Distance Learning platform (e.g. Google Classroom), and contact information. Administrators will be provided access to all virtual classes and learning plans.

In the scope of their professional duties, counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to Distance Learning opportunities. Our grant-funded Marriage and Family Therapists (MFT) will also continue to schedule regular and on-going check-ins for students and families they have been working with in addition to new referrals.

When providing Distance Learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher.

Total instructional minutes synchronous and asynchronous combined with add up to a minimum of:

TK-Kindergarten 180 minutes

1-3 Grades 230 minutes

4-8 Grades 240 minutes

Note: The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. Following are CUESD's definitions of these terms:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom

- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video

Asynchronous Learning:

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher

A master schedule for each school site will be created by site administrators to incorporate specialist classes into each classroom cohort's weekly schedule. Each class of grades TK-5 students will receive live virtual instruction for Art 1x/week, grades 6-8 PE 5x/week . Band will also be included in the site master schedules for grades 6-8.

Synchronous learning is delivered to the whole class, where direct instruction, discussions, and supervised work time occur, and small groups or 1:1 meetings with instructors, where differentiation and extension occur. While some students are meeting in small groups or 1:1 with instructors, remaining students are engaging in asynchronous learning activities. Our learning center and English Language Development (ELD) teachers will continue to offer push in supports for interventions and designated ELD support.

The district will continue to provide Special Education services, English Language Development classes, Reading and Math Program intervention sessions, and counseling support virtually to students. All students with an Individualized Education Program (IEP) will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas that target students IEP goals.

Teachers are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in Distance Learning.

When the district is offering in-person learning and a staff member, administrator, student, or household member associated with a stable student cohort tests positive for COVID-19, the District will comply with local health department guidance. During this period of quarantine, students will receive Distance Learning. The teacher, if medically able to do so, shall continue to provide instruction to the cohort during Distance Learning. The teacher shall be notified of the transition to Distance Learning as soon as feasibly possible.

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.]

The District shall ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and Wi-Fi.

The district has inventoried all devices this summer. The district will collect all outstanding devices and ensure updates and equipment is ready for new distribution. New devices were deployed August 13 and 14 of 2020. Live attendance will be required starting on day one. Attendance will be taken as usual. Staff will personally follow up with every child not attending by the first day of school.

Families will receive information from their site principal. Teachers will also be provided new cameras and microphones for their desktops. The district has purchased Zoom accounts for all certificated staff. All staff will deliver Distance Learning from their classrooms and school sites to ensure resources and connectivity.

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.]

Attendance will be recorded in our Student Information System. TK-5 will be taken by teachers everyday and for middle school attendance will be taken every period. Teachers will grade assignments in a timely manner and provide feedback to the students. All students will be assessed on the TK-8 Assessment Calendar including formative, benchmark and summative assessments.

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.]

Due to the start of the school year in a Distance Learning format, an additional staff development day (August 10, 2020) was added to the Professional Development Plan to increase support for the opening of the school year. The first day of student instruction will be August 13, 2020. Teacher training and collaboration will take place on August 10, 11, and 12, 2020.

Scope and Sequence of Professional Development for in-service days and ongoing through the Professional Learning Community (PLC) cycles on our minimum Monday release time in 2020-21.

Outcomes:

Gain an understanding of the shared commitment to meeting the academic, social, and emotional learning needs of every student, and teachers' role within that commitment
Consider how to create and sustain Optimal Learning Environments as a means to remain committed to the social, emotional, and academic growth of every student
Develop a deep understanding of how the brain processes trauma, and explore concrete trauma-informed and resilience building practices that can be embedded within the curriculum to build a safe community of learners in the classroom
Examine essential standards, along with an analysis of student data, to consider how to address essential standards into the Benchmark and StudySync curriculum to accelerate the learning of every student
Engage in planning to ensure that essential standards are being addressed to accelerate learning, while attending to the social and emotional needs of every student

Activities to support Distance Learning

Our Commitment: Introduction to the 30-day Plan
Exploration of Optimal Learning Environment Framework
Keeping Students at the Center: Examining Student Data
Meeting the Needs of Every Learner: Trauma-Informed and Resilience-Building Practices
Accelerating Student Learning: Examining Benchmark and StudySync Resources
Meeting the Needs of Every Learner: Infusing Trauma-Informed and Resilience-Building Practices to Support Academic Growth

For District provided or required Distance Learning platforms, the District shall provide training for teachers to engage with students in a virtual setting either as part of in-person learning, Distance Learning, or a hybrid model.

Google Classroom
Google Drive
Google Meet
Zoom Overview
Parent Square
Screencastify
iReady remotely
Benchmark Advance
StudySync
CPM
Math Expressions

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a Distance Learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area.

Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In Distance Learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the Distance Learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the Distance Learning context, and outreach/intervention context will connect students and families to resources in a distanced model. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Tehama County Health Department.

Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

Resource and Special Day Class teachers will support a range of Distance Learning related actions including supporting the assessment process, monitoring student progress, and coordinating with instructional aides. Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during Distance Learning and helping the teacher manage instruction. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction. They will also set-up and complete IEP meetings in a virtual or telephonic setting.

Health and Safety Protocols

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.

- Immediately contact the district nurse and site administration if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

Health and Safety responsibilities emerging as a result of COVID-19 that are specific to types of staff are outlined below:

Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Tehama County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID-19.

- **Administrators:** Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- **Office Staff:** Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school district nurse and site health aide to follow protocols that lower the risk of infectious students being on campus.
- **Operations/Custodial Staff:** Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact maintenance and operations director if a large-scale disinfecting/cleaning is required.
- **Food Service Staff:** Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- **Teachers:** Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand-washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to see the site health aide.
- **School Nurse:** Actively model and support all required public health measures. Follow Tehama County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- **Bus Drivers/Transportation Staff:** Actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- **Support Staff:** Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.

Additional Staff Expectations for Distance Learning

Teachers

- Engage with families on an ongoing basis, including events that may be different under Distance Learning circumstances.
- Invite site administrators and training specialists to join Google Classrooms.

- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents.

School Site Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in Distance Learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Ensure that support staff and paraprofessionals can work as support in Google Classroom.

Supports for Pupils with Unique Needs

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

English Language Learners will receive English Language Development (ELD) at their level using the designated ELD lessons in Benchmark Advance. Student progress toward ELD will be monitored by formative assessments and the English Language Proficiency Assessment for California (ELPAC) will be administered per State mandate. ELD and Learning Center teachers will collaborate regularly with the general education teacher.

Intervention supports will be provided to all students 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 or in foster care who are below grade level and meet the criteria as measured by universal screening measures. Administrators will ensure on-going progress monitoring and appropriate services. For pupils with exceptional needs, special education case managers will consult with all service providers for their pupils to ensure the pupil's IEP goals are targeted. IEP services for students in CUESD will be provided via live, remote instruction and pre-recorded videos as appropriate to IEP goals. The district will also work with case managers of students who may be placed in special education programs outside of CUESD to ensure the delivery of services in the IEP.

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	\$20,000	Yes

Description	Total Funds	Contributing
Additional Technology to Support Distance Learning: Wi-Fi hotspots, headsets, and laptops/devices for staff, Zoom licences, computer cameras for teacher computers to be compatible with Zoom.	\$161,729	Yes
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in Distance Learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID-19.	included in teacher salary	Yes
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	\$813,975	Yes
iReady K-8 Program and Distance Learning Curriculum; Additional training	\$3,000	No
Staff Professional Development	\$81,232	Yes

Pupil Learning Loss

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

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided additional targeted instruction through the Learning Center and general education teachers. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

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.]

The district will provide professional development and support for teachers and staff during the 2020-21 school year to address learning loss and accelerate learning progress in a Distance Learning model to improve Tier 1 instruction.

Professional Development will focus on creating pacing that focuses on learning loss from the spring while ensuring grade level content delivery. Social and Emotional Learning (SEL) is also a focus. The district has developed a 30 day SEL plan for Distance Learning and will continue to provide support in this area throughout the academic year. Teachers participated in two full days of professional development on August 10 and 11 of 2020 devoted to these areas of focus. Additionally, teachers will continue to participate in ongoing professional development on the minimum Monday PLC time.

Administrators and certificated staff will ensure student progress for all students and specifically traditionally under-served populations (ELL, low-income and foster youth, pupils with exceptional needs, and foster youth & those experiencing homelessness) through universal screener processes and interventions.

Strategies for English Language Learners differs from typical learning with the addition of designated support provided by English Language Development Teachers.

Strategies for Low-Income students will differ for students by partnering with families to determine specific supports for students, strengths the child, focus on social emotional well being and receive support as needed. Strategies will be focused on better communication and collaboration, resourceful solutions for addressing needs and focus on equitable access for learning.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the iReady diagnostics, and assessments for Math and ELA administered at three points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Learning Center teacher and aides for intervention on learning loss	\$745,224	No
ELD teachers at each site and two classified liasons to help with ELD.	\$359,748	No
Counseling staff for Social Emotional Learning	\$204,212	Yes
After school tutoring once in person learning resumes to help mitigate learning loss	\$26,000	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.]

CUESD employs two School Psychologists, two school counselors, and five grant-funded counselors. All of these professionals are tasked with providing services to students, families, and staff during Distance Learning and the in-person models of education. This will be done during distance learning using parent communications such as Parent Square, and teacher phone calls to identify services and students, families, and staff members who would benefit from them. CUESD has also developed a plan for the first 30 days of school to address the trauma needs of students, staff, and families using core SEL strategies as follows:

30 Day Re-Entry Plan for Social-Emotional Well-Being

The California Department of Education has defined attending to the “whole child” as addressing the multi-dimensional aspects of each child’s growth and development including cognitive, physical, social, emotional, and community influences. Students learn best when they are healthy, safe, engaged, supported, and challenged.

The “whole child” approach to education encompasses methods, strategies, and services that enable schools to support this comprehensive approach to learning and development. To effectively address the needs of the whole child, schools should collaborate with families, caretakers, and community agencies to deliver integrated services that promote improved access to health and learning supports, high expectations, and a positive school climate – all of which are necessary for students to thrive in the twenty-first century.

This 30-Day Plan for re-entry is in alignment with the California Department of Education (CDE) priorities and whole child approach and focuses on the social-emotional well-being of the entire school community.

Pupil and Family Engagement and Outreach

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

CUESD takes regular attendance during Distance Learning and closely monitors attendance during class sessions. We also monitor work completed both in the Google classroom environment as well as the I-Ready program which keeps track of student involvement.

Tier 1 involvement would occur when a student had been missing a single class or two. A message would be sent to the student and family using Parent Square and/or a phone call, seeking the reasons for the absence and using positive encouragement as needed. Translation services are also available in the student's language for both written communication and phone contact.

Tier 2 Involves absences of three or more days and would involve all of the Tier 1 outreaches in addition to referral to utilizing our district attendance coach. This coach (bilingual) makes repeated positive contacts with the family and student and creates a positive, child-centered solution with the family. The coach also identifies any issues which may be getting in the way of attendance and provides access to resources to address these situations.

Tier 3 involves continued use of Tier 1 and 2 solutions in addition to referral to county attendance resources who can make home contacts in efforts to establish engagement with the school Distance Learning program.

All of these tiers involve ensuring technology resources are working properly, and that any problems which can be benefited by the community or school resources including counseling are included in the solution.

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.]

CUESD began feeding students the very day the district closed in March of 2020 and moved to off campus learning due to COVID-19. A drive thru was set up at multiple sites so students could continue being fed during this time. The program evolved as the need changed and as the state provided waivers to allow for more flexibility. We began to run under the Seamless Summer Option (SSO) which allowed the district to feed ALL children (aged 1-18). We were allowed to offer food to parents picking up food for their students without students having to be present. We were allowed to serve both breakfast and lunch simultaneously. Our district drove a van up to our most rural school in Rancho Tehama to prevent families having to drive into town for meals. Once school officially started on August 13, 2020, we began operating under the National School Lunch Program which eliminated our ability to feed ALL children but rather only enrolled students. We created cards for our families to present in order to pick up meals. We were able to add both Supper and Snack to the already being served Breakfast and Lunch so each student would receive 4 different meals per day. When the numbers decreased due to the waiver change, we looked for ways to reach our students. The cafeteria department teamed up with transportation to deliver meals to students on four rural routes serving families that had a hardship due to their distance from meal pickup in town. We continue to have a drive through at both Olive View and Rancho Tehama in addition to these four rural routes. The state realized the hardship that was created for families by not allowing us to serve ALL students. They reversed course and as of September 8, 2020, we began once again to serve ALL students. Any changes to the program are noted on our school district website and also through Parent Square.

Once Distance Learning ends and students are transitioned back into school, there will be a set schedule for the different cohorts and/or grade levels to eat together. We have purchased additional tables, benches, and umbrellas to allow for more outdoor dining in order to create space and allow for social distancing.

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

Section	Description	Total Funds	Contributing
School Nutrition	Cost of additional tables, benches and umbrellas	\$108,447	No
Mental Health and Social and Emotional Well-Being	Parent Square is our new tool to allow us to engage with all of our families. It is linked directly to our Student Information System and allows families to choose how they receive teacher and district communications either text, call, email, etc. The system converts all messages to Spanish to allow for our Spanish speaking families to hear the messages as well.	\$12,740	Yes

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
35.17%	\$5,175,256

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.]

Differentiated learning is used to address academic needs of all students and close the achievement gap with under performing students. Utilization of the homework program at the middle school and targeted elementary sites, high-quality ELD materials and professional development are all important to address the needs of all students. We will strive to strengthen parent involvement and communication using our new communication application called Parent Square. We will monitor EL student progress and provide Reading and Math support designated for our English learners. Our English Language Development Specialists will provide targeted reading, writing, and vocabulary lessons through one-on-one and small-group instruction. ELD Specialists will serve as liaisons between classroom teachers and students, offering guidance for individualizing assignments and assisting students with completing work. ELD Specialists and classroom teachers will offer students individualized support during check-in meetings. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources.

Low-income students and foster youth will receive targeted supports and services, as needed. To access digital instructional platforms, the district will ensure all students in need of a device and Wi-Fi are provided one. The district will ensure all families in need of Internet access are provided a hot spot. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device.

Teachers, counselors, administrators, and other staff will check in regularly with students and families to assess their social-emotional needs and provide counseling as support. Counselors will meet with students individually and in small groups to help them manage their stress, anxiety, and other feelings they were experiencing. Staff members will reach out to families to inform them of supports provided by the district.

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

This entire document addresses purchases and educational decisions that benefit our foster youth, English learners, and low income students. To summarize, meals are targeted to our most rural students that do not have the means to drive into town. Hot spots and internet connection are provided to all students as many of our students can not afford this access. Our ELD support is readily available through the new hire of our ELD teachers that support each of our sites and the liaisons available to help our English learners and their families access the same education as their peers. Learning Centers are used to help those students that struggle the most which are quite often our lowest income students. Communication is a very important tool and we have streamlined this effort through Parent Square in order to reach out and communicate to our families. At nearly a 90% unduplicated pupil count (percentage of students that are classified as either low income, English learner, or foster youth), all educational decisions are made with these students in mind.

