

# 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 affected the Corning Union High School District community and significantly altered the lives of our students, families, and staff. The closure of schools, beginning March 16, 2020, had physical, emotional, social, and educational impacts on all of our stakeholders. The closure of schools has impacted many students and families by challenging their ability to access essential services, and, for many, exacerbated home situations that were already leading to high levels of emotional trauma. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. Most normal educational programs and services have been severely disrupted or paused. The District continues to work through the numerous barriers our community faces to rigorous distance learning and quality, safe, in person instruction. The District is currently serving 1082 students, approximately 634 in person, and 448 on distance learning or independent study.

## Stakeholder Engagement

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

In its preparation for a new 2020-21 LCAP, the District began a strategic planning process during the 2018-19 school year. That process was carried on through the 2019-20 school year until the District closed to in person operations in March. Strategic planning whole group and small group meetings were held on September 16, 2019, October 28, 2019, December 9, 2019, January 27, 2019, and March 10, 2020. These meetings included certificated, classified, and administrative staff and centered on the following topics: 1) school operations, 2) interventions/MTSS, 3) college career readiness, and 4) curriculum, instruction, and assessment. Each major topic was assigned to a work

group made up of a cross-section of staff members. These groups worked through various topics facing the District and then summarized their discussions and recommendations to be brought back to the whole group, and ultimately the Board of Trustees. When the District ceased in person operations in March, the small groups had completed their work and it was ready to be brought back to the whole group for discussion.

Additionally, stakeholder engagement was planned with the parents and students of the CUHS Site Council and the DELAC. The Site Council LCAP session was scheduled for March 26, 2019, but was cancelled when the school was closed. The DELAC input on the LCAP was planned for the spring, but was also cancelled due to COVID.

Since the closure, the District has communicated with stakeholders via social media, email (parents, students, staff), the all call system, and the school website. In addition to offering opportunities for public input at remote meetings for the Board and Rodgers Oversight Committee, the District has sought input through various surveys issued to parents and guardians. These surveys have been conducted via Google Forms (online surveys), but we've also offered the surveys in paper format for parents that do not have internet access. Additionally, virtual DELAC and Site Council (Parents) meetings were held on September 16, 2020 to receive input on the draft plan.

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

Community members have the opportunity to participate in Board meetings and other District meetings by utilizing our Google Meet functions. Instructions for participating are posted on the school website.

The most effective feedback the District has received has been through online surveys. The District conducted two separate parent surveys, one in early June 2020 and one in late July 2020. The District also conducted a staff survey in mid July . Between these three surveys, the District received 1,095 responses. The surveys sought feedback on parental concerns regarding their students' academic progress and social emotional well being. It also gathered information on families internet connectivity, specifically trying to identify what barriers were most common to families being able to access synchronous online learning. The surveys also had questions related to how much time students were spending daily on work during distance learning and how effective communication from teachers was during distance learning. And, of course, the surveys asked families and staff to state their preference about when and how school should reopen.

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

Prior to the COVID-19 pandemic, much of the feedback from stakeholders centered around the District's strategic planning process. Through this process, stakeholders identified areas of strength and areas for growth throughout the District. This feedback was summarized in small groups and prepared to be shared out into the whole group, but that was not done due to the closure. Interventions and multi-tiered systems of support were a large focus of the strategic planning sessions and it is clear that the District needs to reevaluate its supports to make sure there is not overlap or gaps in services. Additionally, the groups suggested revisiting the school bell schedule and other logistical factors in order to be able to expand student access to high quality CTE programs and job training.

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

With the closure of school for the spring, and many students still doing distance learning (about 1/3 of CUHSD students) multi-tiered systems of support are going to continue to be an important topic for the District. Specifically, the District is expanding supports outside of class time for students with disabilities, English Learners, and other students that are not successful in class.

## 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.]

Communication with families will be key to offering in person instruction. Communication will be offered to families in various platforms (email, Aeries Communication, website posts, social media, printed mailings/handouts) aimed to meet the needs of the preferred audience/s and in families' primary language. This communication will include information on the CUHSD Reopening Plan and will include critical information about Covid-19 to reduce confusion, anxiety, or misunderstandings and ensure one consistent message. Communication will also include information on the health and safety measures the District is taking to ensure students can return to school buildings safely including:

- Teaching and modeling healthy hygiene practices
- Intensifying cleaning, disinfecting, and ventilating protocols
- Screening, monitoring, and contact tracing
- Expectations for physical distancing and the proper use of face coverings
- About basic information on COVID-19 and measures families/staff can take to stay safe when not at school.

The District will also encourage the following hygiene procedures:

Teach and reinforce washing hands for 20 seconds with soap, rubbing thoroughly after application, and using paper towels to dry hands thoroughly when:

- Entering the bus
- Arriving at school
- Before and after eating
- After coughing, sneezing, or blowing the nose
- After being outside
- Before and after using the restroom

- After having close contact with others
- After using shared surfaces or tools

Staff will model and practice handwashing when:

- Arriving at school
- Before and after eating
- After coughing, sneezing, or blowing the nose
- After being outside
- Before and after using the restroom
- After having close contact with others
- After using shared surfaces or tools

Fragrance-free hand sanitizer will be used when handwashing is not practicable. Time will be built in throughout the day for routine hand washing by both students and staff.

Instructional staff will instruct students on the following:

- Avoiding contact with one's eyes, nose, and mouth.
- Covering coughs and sneezes: use a tissue to wipe nose and cough/sneeze inside a tissue or their elbow.

## Signage

The District will post signs on how to stop the spread of COVID-19, properly wash hands, and promote everyday healthy hygiene practices.

The District will intensify cleaning, disinfecting, and ventilating. Busses will be thoroughly cleaned and disinfected daily. Drivers are provided disinfectant and gloves to support disinfection of frequently touched surfaces during route transportation.

School spaces are thoroughly cleaned and disinfected daily by trained custodial staff. High traffic areas will be disinfected, including:

- Handrails
- Door handles/surfaces on doors that are touched frequently
- Light switches
- Sink handles
- Tables
- Student desks
- Chairs
- Staff desks
- Keyboards, phones, copy machines
- Restroom surfaces

Students will be issued one cloth mask every 30 days. There will be disposable masks on hand for students who forget their mask. The nurses office will have PPE for themselves and any students or staff exhibiting COVID symptoms.

All teaching staff and other strategically placed staff will be issued no-touch thermal scan thermometers. Every student will have a temperature check at the door 1st period. Any student above 100.4 will be sent directly to the nurses office. Any student arriving late to school will be scanned at the attendance office when they check in. All staff members will receive a temperature screening upon entry to the campus. There will be 4 designated staff members who will use no touch thermometers and roster to ensure that all staff members are checked daily. Screeners will be located at 4 different points of entry for the main campus and one entry point at the alternative site. They will be available by 7:00 am each day. Maintenance, Transportation, Technology, and Food Service staff who arrive earlier will be screened in their own department. If any teachers or administrators arrive prior to 7:00, they will check in to the cafeteria to be screened by the staff there.

All classrooms have hand sanitizer stations, teachers will monitor students entering the classroom and make sure they sanitize on their way in and out. Staff will sanitize any electronic devices and surfaces as necessary. The District will seek to avoid products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma. District staff will use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times. District staff has established a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products. Plans for ongoing supply of hand sanitizer, soap, handwashing stations, tissues, no-touch trash cans, and paper towels have been made.

Staff and students will be trained in physical distancing. Teachers will arrange classrooms in a manner that allows for the furthest distance between students AND provides a workspace for themselves that is at least 6 ft from any student work spaces. The monitoring of student spacing inside classrooms will occur by all teachers with assistance from administration. Class sizes will be kept as small as practicable, and the District will attempt to maintain 36 square feet of space per person for indoor spaces (as recommended by the CDC) when practicable. In a typical classroom, this equates to approximately 25 students. Students will be required to wear face coverings that cover the mouth and nose consistent with public health guidance. Note: Students will NOT be required to wear face coverings during exercise in physical education as physical distancing can be maintained at that time. ALL students will be expected to wear face coverings that cover the mouth and nose consistent with public health guidance.

Staff are required to wear cloth face coverings (or face shields as appropriate), unless Cal/OSHA standards require respiratory protection. Staff will teach and reinforce the use of cloth face coverings, masks, or face shields; remind students and staff not to touch the face covering and to wash their hands frequently. Food Service staff will wear cloth face coverings and gloves as well as aprons. Front Office staff will use cloth face coverings and gloves when interacting with the public if physical barriers are not available. Employees engaging in symptom screening should wear surgical masks or face shields and gloves.

Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials. Physical distancing should be maintained during physical education and face coverings should not be worn.

**In Person Regular Schedule:**

- Students will be enrolled in 7 courses
- Attend 5 courses per day (main campus)
- Instruction will be modified as appropriate to increase staff and student safety.
- Teachers, support staff, and administration will work together to develop effective lessons, instructional strategies, and academic support for students in light of restrictions in place due to COVID.
- Class sizes have been reduced to 25 students or less for regular sized classrooms.
- Additional class sets of books, materials, supplies, and tools are being purchased to limit sharing.

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

Description	Total Funds	Contributing
Teachers salaries and benefits for 1.0 FTE floating substitute to aid in coverage for classes when teachers are required to quarantine/sick, professional development for google training and department training's in order to prepare students for online learning in the event of a school wide shut down or cohort quarantine. Salary and benefits for four temperature screening stipends for daily temperature checks. Salary and Benefits for .50 FTE for one service day for all staff training in physical distance, safety and requirements for remaining open during COVID restrictions.	170,000	Yes

**Distance Learning Program**

**Continuity of Instruction**

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

**Distance Learning**

Students will be enrolled in 7 courses. Students that choose distance learning must commit to staying with that model for at least the first semester (CUHS) or quarter (Centennial). All work will be assigned online, either through Google Classroom (CUHS) or Odysseyware (Centennial). Students will be assigned letter grades based on criteria established in the teacher's course syllabus. Case managers will be responsible for coordinating support for students with IEP's on distance learning. School counselors will be responsible for coordinating

support for students with 504 plans on distance learning. English Learner students on distance learning will be provided support through after school supports in library, primary language support from paraeducators, and oversight from the EL Counselor and EL Coordinator.

#### Independent Study

CUHSD will continue to offer Independent Study as it has in previous years. This program is separate from CUHS or Centennial, but allows students to complete work in paper packets and turn it in weekly. Independent Study does NOT fulfill A-G requirements. Students will meet with the teacher (in-person, by phone, or through Google Meet) weekly. Students who are English Learners, have an IEP or a 504 will be provided with support/accommodations within Independent Study. Depending upon the number of students who enroll in Independent Study, District instructional staff may be asked to voluntarily transfer to ISP.

#### Short-Term Independent Study

Short-term Independent Study will be available for students just as it has always been. Site administrators will make a determination of whether to grant the ISP. Students may need to enter the short-term Independent Study for a medical emergency, family emergency, or have other plans and their child cannot attend in person. Students who are English Learners, have an IEP or a 504 will be provided with support/accommodations within their short-term Independent Study. Classroom teachers are responsible for preparing and collecting the short-term Independent Study work and submitting it to their site Principal when the student returns to school.

## 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.]

Prior to the COVID-19 pandemic, the District owned enough Chromebooks for approximately 80% of our students. The District has ordered enough for all other students plus a surplus of about 20%. While waiting for these Chromebooks to arrive, the District has secured approximately 200 Chromebooks from the elementary district that have been loaned out to students until the new ones come in. So, all students have access to a Chromebook. Internet connectivity has proven to be a larger challenge for the District and families due to the rural and low-income nature of the District. Initial surveys indicated approximately 40% of CUHSD students did NOT have reliable internet at home. That number has fluctuated with subsequent surveys, but the fact remains that many families need help with internet. The District ordered 150 wireless hotspots to provide for families, which are being distributed to families that have requested them. Once these are distributed, the District will reassess need and availability to see if more need to be purchased.

## 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.]

Teachers will continue to plan and implement a standards based program of study, employing a variety of instructional techniques and instructional media that meet the individual needs, interests and abilities of the students which includes synchronous and asynchronous learning for Distance Learning. For the 2020-21 school year, staff will utilize a synchronous and asynchronous learning model for students not attending in-class instruction. All staff will be offered training to implement distance learning standards for schools as noted by Governor Gavin Newsom, the California Department of Education and Senate Bill 98 (SB 98):

1. Daily Live Interaction is required: Teachers will have to connect with their students each day through online instruction and/or phone check-ups.
2. Taking Student Attendance: Teachers will take students' attendance and participation under distance learning.
3. Minimum Instruction: Students must receive a minimum amount of daily instruction that can be met by a combination of teacher instruction and "time value" of work assigned. The minimum amount for high school students is 4 hours (240 minutes) per day, but CUHSD students will exceed this minimum with regular school days totaling over 300 minutes.
4. Serving students in need: Teachers and support staff will provide the "accommodation necessary" to serve students with special needs.
5. Preventing disengagement: Administration, support staff, the school resource officer and county truancy staff will work on re-engaging students who are absent from distance learning for more than three schooldays a week.
6. Weekly engagement records: Teachers will keep "weekly engagement records" noting how much synchronous or asynchronous instruction a student has received.
7. School start and end times will not change during distance learning. Teachers will be expected to arrive before school starts and are able to leave once school ends.
8. Teachers will provide distance learning from their classroom in order to have better access to district curriculum resources, support staff, technology support, site support, instructional support, planning support, collegial and collaborative support for at-risk students, and social-emotional support from counselors, family support specialists and/or administrators.

## **Distance Learning Professional Development**

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

Professional developing on the following topics/programs has been and will continue to be offered to CUHSD staff:

- Google Classroom
- Aeries
- Peardeck
- Quizlet
- Big Blue Button
- EdPuzzle
- Zoom
- Google Meet
- Padlet
- Quizizz
- Actively Learn



## Staff Roles and Responsibilities

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

Five certificated staff have been temporarily reassigned to full time distance learning or independent study. Several other staff members have had their regular schedules split between in person instruction some periods and distance learning other periods. Paraeducators have also been assigned to support students with disabilities and English learners via phone, Google Meet, and/or Zoom. Additionally, administrative work has been redistributed to allow for more efficient distribution of distance learning materials.

## Supports for Pupils with Unique Needs

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

English Learners:

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed 60 minutes/week (Designated class for newcomers)

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

Students with Disabilities:

Prior Written Notice (PWN) will be sent to all students with an IEP explaining District services offered for in person instruction and distance learning. Transition IEP's will be held for incoming 9th grade students. These meetings were delayed last spring, but collaboration between feeder districts and our District occurred and IEP's will include that input. Additionally IEP's and 504's will be updated with appropriate supports for students based on their learning program for the 2020-21 school year.

Homeless Youth:

- Coordination & communication with shelters and homeless agencies to engage students and expand awareness of CUHSD Homeless

Services.

- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance

learning, and identification of special needs or services

- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.

Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

- Coordination with county LEA Homeless Liaisons to provide continuity of educational services as students transfer

Foster Youth

- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.

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

Description	Total Funds	Contributing
Teachers salaries and benefits for 10 teachers working an extra period in order to meet master schedule needs for distance learning, 1.0 FTE for additional English teacher for Distance Learning instruction, salary and benefits for extra duty for staff attending and participating in distance learning orientation. Extra duty salary and benefits for distance learning teachers to offer students office hours outside of the instructional day for additional assistance.	222,000	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.]

CUHSD will measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year. Benchmark assessments are well established in the Math and English departments. The math assessments are aligned with state standards and the District's adopted CPM curriculum. The English common assessment is used throughout the department at all levels, and includes a writing rubric that is scored on an agreed upon system within the department. Both of these assessments directly inform teachers how they're students are doing so that instruction can be adjusted.

### 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 primary means of addressing learning loss and accelerating learning for pupils will be instruction delivered through synchronous instructional time. All students will receive standards-aligned instruction. 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. Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support. Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. Staff are regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff such as instructional aides or others. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available. Expanded Learning staff may also be involved to support any and all of the named student groups as they collaborate to support synchronous and asynchronous instruction during the school day.

During the summer months CUHSD implemented programs designed to combat learning loss, give students extra time and opportunity to reach grade level standards, and to make up credits to become on-track for graduation.

## 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 benchmark assessments for Math and ELA administered at multiple points over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

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

Description	Total Funds	Contributing
Salary and benefits for additional extra duty for teachers to offer tutoring for students in need of learning loss mitigation. Professional development for teachers and support staff to be readily equipped to handle, understand and navigate learning loss; including, additional hours working in individual departments to develop curriculum to aid students who are missing core strategies within that subject.	165,000	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.]

The COVID 19 pandemic and school closure have undoubtedly impacted students’ social emotional health in ways we may not yet recognize. As such, our priority will continue to be on focusing on the social emotional needs of our students. When our students return to school, it will be essential that we continue to provide the mental health supports they need. We believe that our student health and well-being must be attended to in order for student academic learning to occur. As such, our Districts will continue to provide quality instruction in these areas when school resumes. In addition, extracurricular activities to enhance the educational experience will be provided as allowed.

CUHSD continues to employ 4 full-time school counselors, a full-time school psychologist, a full time school resource officer, and on campus marriage and family therapists. These resources, along with our SMART team, which is tasked with monitoring and responding to student mental health issues and safety concerns, will be fully employed to support our students.

## 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.]

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like as students and staff return this fall. The District takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures the district identified new best practices, learning from the efforts of teachers, administrators, and other staff. A key change has been the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

1. Student actions - The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching.
2. Student cognitive engagement - Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.
3. Emotional Engagement - students' involvement and enthusiasm for school and their connectedness to others on campus.

### Monitoring Engagement

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress.

The core expectations for each stakeholder group for attendance/engagement are:

- Students and families: Attend/engage each period with their teacher and report absences for ANY school day to the school.
- Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
- Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
- Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide

tiered interventions when necessary with the support of the TCDE truancy team.

#### Tiered Re-engagement

Tiered re-engagement strategies for un-engaged students are organized within a Multi-Tiered System of Supports (MTSS) framework:

##### Tier 1: Students attending school regularly

- Positive relationships, engaging school climate, clear and consistent communication between school and families

##### Tier 2: Students who attend/engage moderately

- Phone calls home, informational postcards, training with technology
- Provide device for distance learning (as needed)
- Referral to counselor

##### Tier 3: Students who attend 40% of the time or less

- Referral to counselor
- Action Plan created with student and family

##### Tier 4: Unreachable students: No contact or engagement

- Home visits
- Referral to SARB or outside agencies

# School Nutrition

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

The District places a high priority on providing nutritionally adequate meals for all pupils. The food service program offers breakfast, lunch and supper to all students each school day. To aid in maintaining student distance during lunch and ensuring the availability of meals, the Food Service program offers two additional serving windows on campus to total five serving areas. The District has scaffolded lunch release times by grade to decrease the number of students in lines during the lunch serving period. The District mailed out a letter to all families including lunch prices and a free/reduced meal application on 7/31/20. The District held a freshman orientation in August 2020, the staff aided parents in completing the free and reduced meal application electronically and on paper. In August, the District also aided parents with the meal application during a distance learning orientation and when families picked up devices and books. The meals have been packaged in a manner that the student can easily pick up their meal and walk to areas on campus in order to maintain their distance while eating. The food service program is offering a distance learning drive through each school day from 9:00 am through 9:30 am. The meals are in a bag that include a breakfast, lunch and supper. This is being tracked through the student identification number. The district has communicated the availability of a drive through service for any distance learning or independent study students through student orientations, automated phone call to all families, school bulletin, Facebook posts and Facebook live video. The various serving windows and the student menu has been advertised in the student bulletin, Facebook, classroom communication and in student orientation.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Increasing the needs of students for technical support: Chromebooks for 1 to 1 access for students, school-wide google licenses and MS Office licenses.	200,000	Yes
In-Person Instructional Offerings	For safety measures and PPE: cleaning/sanitizing/disinfecting materials for maintenance, hand sanitizers stations in every room, outdoor hand sanitizer stations, thermometers, rolling carts for temperature stations, masks, plexiglass for work	50,000	No

Section	Description	Total Funds	Contributing
	stations, wipeable keyboard covers, air filters, cameras for vans/buses. additional needs for copiers, paper, postage, folding tables.		
In-Person Instructional Offerings	The food service program opened two additional serving windows in order to aid in maintaining student distance while always being able to offer all students nutritious meals in a timely manner. The cost for setup for the two additional windows with heating trays, refrigeration and tables. Signage for all new serving areas. Meal packaging to be easily taken and consumed in areas to maintain social distance.	48,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	Increasing the needs of students for technical support: Chromebooks for 1 to 1 access for students, 150 mobile hotspots to ensure all students have access to online instruction, 105 additional odysseyware licenses to aid in online instruction, google licenses for Chromebooks from CDE, Go-guardian district-wide, Zoom licenses for staff members, Newsela online Software, STAR reading subscription, Aeries communication, and electronic contracts.	346,000	Yes
Distance Learning Program	Ability for students success and safety for Distance Learning: masks for distance learning students, additional materials for students to include paper, supplies and classroom specific to go bags (books, ceramics materials, art, construction materials), additional postage for sending documents.	28,000	Yes
Distance Learning Program (Pupil Participation and Progress)	Food service offers distance learning meals every school day in a drive through method. The salary and benefits for a staff member to hand out meals, additional Chromebook for entering students meal sales, packaging for handing out 3 meals to each student and the meal cost for purchasing ready	32,000	No



Section	Description	Total Funds	Contributing
	to go menu items unlike the heated items served during the in person learning program.		
Pupil Learning Loss	Increasing the needs of students for technical support: Various subject dependent subscriptions, software licenses and learning sites that backup and support the students to aid in learning loss.	220.000	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
25.78%	2,318,274

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The Corning Union High School District will use the supplemental and concentration grant funds on a district-wide basis due to the high unduplicated count number (over 70%) to support activities leading to the attainment of the goals outlined in the Goals/Actions/Expenditures section, which were developed to address the success of all students. The District's stakeholders believe that these services are the best methods to serve students and assist them in meeting the District's goals. Providing intervention in English through reading support courses and in Math to help ninth grade students get off to a good start in Course I, as well as the use

of instructional coaches within departments, will assist in reaching the specific goals in the previous LCAP until the District completes its new LCAP

Furthermore, by monitoring the A-G course completion and Graduation Requirements will allow the district to intervene at an earlier stage to assist the students. By providing more opportunity for students to seek college and career pathways, as well as providing multiple opportunities for credit

recovery, will assist in maintaining and/or improving Graduation rates. By monitoring more closely tardies and trancies, and addressing the issue by closely monitoring student attendance will improve our overall attendance concerns. Properly planning for facility improvement is vital to creating a positive school climate. The District passed a General Obligation bond initiative on the November 2016 election, which will help make much needed facilities improvements. The district is committed to expanding CTE courses, and developing career pathways that are state aligned and will provide students with a pathway to success after high school. The District is committed to providing MFT counseling services to provide support for our most at risk and traumatized students. The expanded use of bi-lingual aides to provide core subject area support for our English Language Learner students in the classroom has kept our English Learner population integrated with the rest of the District's students.

Specifically, increased or improved services to our unduplicated pupils include:

The District continues efforts directed toward our unduplicated pupils and we know these actions are effective by the number of unduplicated pupils receiving academic support from counselors, receiving in-class support from paraprofessionals, are enrolled in CTE and standards aligned courses, are taking the ACT on campus free of charge, are using new CTE equipment in their CTE courses, are being supported by highly trained EL staff, and are meeting with the EL counselor.

The District is also taking additional actions directed toward our unduplicated pupils and we know these actions are effective because of the number of families that are engaging in our ELAC events, the number of students that are receiving support in their native language, the number of students that are being provided intervention coursework in both math and reading, the number of students that are enrolled in courses or receiving supports to address their academic, social, and emotional needs, and the number of students that are utilizing the educational options provided through our alternative education program.

Reduced, English Language Learners, and Foster youth). This is higher than the required \$2,375,557. The needs of foster youth, English learners and low-income students will be given priority for Distance learning supports and infrastructures such as Chromebooks, hotspots and one on one para educator contact.

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

Administration, Instructional and support staff will monitor and oversee foster, English learners and low-income students learning. They will oversee the appropriate interventions as necessary to prevent learning loss.

The services we are increasing with the increased percentage are as follows:

Bilingual aides to support English Learners  
High School Subjects Lab increased capacity  
Intervention classes/support  
Special Education Support with aide at the Continuation School  
Continuation School increased technology  
Continuation School activities for PBIS  
After School Activities  
Career Technical Education  
Instruction by Behaviorist  
Elective Courses through online course work  
Odysseyware Software at Continuation School  
Dual Enrollment College courses