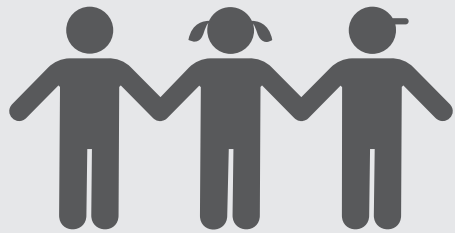




Learning Continuity and Attendance Plan

General Information



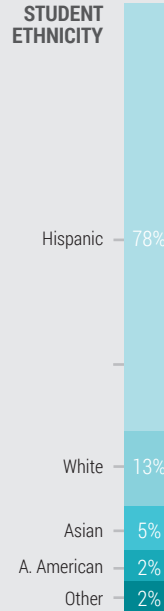
14,437 K-12 STUDENTS

1,586 EMPLOYEES



20 SCHOOLS

High School:	2
Junior High:	3
Elementary:	13
Alternative Ed:	1
Charter:	1



STUDENT GROUPS

81% Low Income

28% English Learners

4% Foster Youth

84% Unduplicated Students

DISTRICT STORY

District Motto

Committed to Excellence, Responsive to Every Student



District Vision

Students are academically prepared to achieve their full potential, supported by & contributing to the community



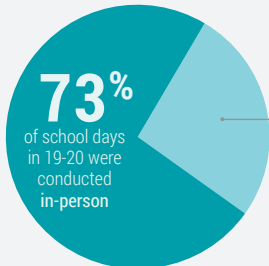
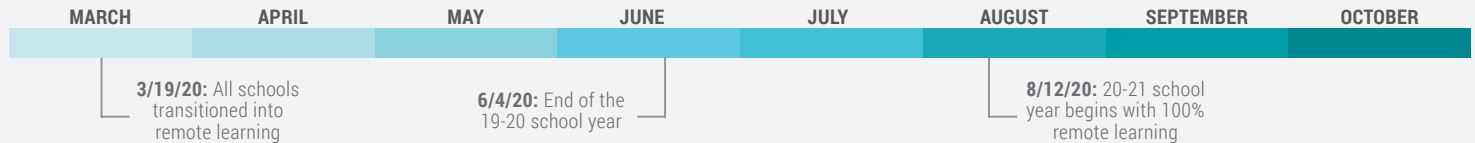
District Mission

Quality instruction & support programs resulting in equitable achievement & college & career-ready students



IMPACT OF COVID-19 IN 2019-20

Despite the widespread impacts of the COVID-19 Pandemic, CUSD, with the help of our stakeholders, is committed to ensuring the continued safety and education of our students.



27% of school days were conducted remotely.



Distance Learning

Due to the COVID-19 closures, classes were conducted remotely through end of the 19-20 school year.



Modified Grading Metric

To ensure that this closure period does not harm students' academic records, a Pass/No Mark metric was adopted.



Assessments Canceled

Due to school closures, many end-of-year assessments were canceled or postponed.



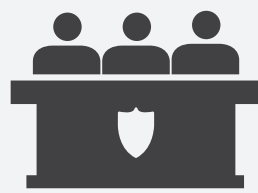
1

SURVEY
Conducted



7

GROUPS
Involved



3

BOARD MEETINGS
Convened



4

ONLINE MEETINGS
Held

Stakeholder feedback was gathered during 4 online meetings:

- Certificated & classified staff meeting
- DAC & DELAC meeting
- Parent/guardian meeting
- Student meeting

Groups involved:

Students, Parents, Classified & Certificated Staff, DAC, DELAC, Trustees



Checklist of Items Shared:

- Learning Continuity Plan draft
- Planned Expenditures
- School Reopening Plans
- District Profile Data



CUSD has informed, consulted, & involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:



Website, email, phone, word of mouth, virtual meetings.

Stakeholder Feedback

KEY POINTS



- Schools must be responsive and flexible
- Communication between all parties is essential
- Parents will need assistance with their roles
- Issues still exist with distance learning tools that must be resolved



Feedback was then incorporated into the



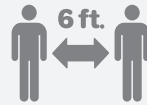
Learning Continuity & Attendance Plan

SAFETY MEASURES



Limited Campus Access

Campus access limited to essential visits. Parents picking up kids can do so at set locations.



Social Distancing

Social distancing will be practiced and large gatherings avoided while on campus.



Frequent Cleaning

Surfaces and facilities in the school will be cleaned and disinfected frequently.



Face Masks

Face coverings are required in settings where social distancing cannot be maintained.

SCHOOL REOPENING PHASES

1

PHASE



100% Distance Learning

Key Points

School Closures

Due to the COVID-19 crisis, schools were closed and all classes were conducted online for the end of the 2019-20 school year.

Remote Start

In accordance with CA state mandate, CUSD has started the year remotely, with all students using a distance learning model.

2

PHASE



Hybrid Model

(A hybrid phase may be used before transitioning to full in-person learning)

Key Points

Reopening Schools

When Health and Government officials deem it safe to do so, CUSD may first move to a Transitional Hybrid Model.

Hybrid Model

Classes would be conducted part online and part in-person, with only half of each class attending in-person at any given time.

3

PHASE



In-person Learning

Key Points

Providing Options

Students and families will have the option to continue with distance learning if they are not comfortable returning to in-class instruction.



Staying Prepared

During in-person learning, distance learning tools will continue to be utilized to allow for a seamless transition back to distance learning should the need arise.

EXPECTED 2020-21 ACTIONS & EXPENDITURES FOR IN-PERSON LEARNING

	Action / Service		Amount
	Small Group and 1-on-1 Instruction During Distance Learning - As allowed by Stanislaus County Public Health officials, students can come in-person to campus to mitigate learning loss.		\$200,000
	Small Group and 1-on-1 Support During Distance Learning - As allowed by County officials, students can visit campus individually or in small groups to do assessments, attend trainings, and receive other supports.		\$40,000
	Utilize a Hybrid Model for Instruction - A hybrid model in which students attend in-person some days and remotely others may be utilized prior to the transition back to 100% in-person learning.		\$50,000

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR IN-PERSON LEARNING

 Action / Service	 Amount
Small Groups and Specialized Support in a Hybrid Model - During the use of a hybrid model, students in need will receive additional supports to mitigate learning loss.	\$100,000
Preparation During a Hybrid Model for Full In-Person Instruction - While utilizing a hybrid model, teachers and teacher teams will prepare for the transition back to full in-person instruction.	\$100,000
Utilize Weekly Engagement Plans - Teachers will keep Weekly Engagement Plans to assess the effectiveness of full distance learning and distance learning in the hybrid model.	\$250,000
Implement Re-Engagement Plans - Students who are absent 60% or more of a school week will receive support through the Tiered Re-Engagement Plan.	\$275,000
Use Tiered Academic Interventions - Tiered and data-driven academic interventions will be used during in-person instruction to support at-risk students.	\$150,000
Use Tiered SEL Interventions - Tiered interventions for social emotional and mental health will provide at-risk students with much-needed supports during the return to in-person learning.	\$150,000
Implement COVID-19 Safety Plan - Cleaning supplies, personal protective equipment and plexi-glass barriers will be purchased to support safety measures outlined in the plan.	\$3,000,000
Replace Older HVAC Units - New HVAC units will be purchased to improve air circulation in classrooms.	\$700,000
Identify Learning Gaps & Loss - Prior to units of study in 2020-21, students will be assessed to identify learning status and areas in need.	\$90,000
Provide Technology for Classrooms - Classroom technology will be purchased to support distance learning, hybrid delivery, and learning loss in in-person instruction.	\$500,000
Purchase WiFi Hotspots - Hotspots will be purchased to improve connectivity for students in distance learning, hybrid, and in-person delivery methods.	\$550,000
Supplemental Technology Applications - Supplemental technology supporting English Learners will be purchased.	\$100,000



HOW DISTANCE LEARNING WORKS



Live Daily Interactions

Students will receive 60-90 minutes of live daily interactions each day.



Asynchronous Instruction

In addition to daily live interactions, students will receive pre-recorded lessons, guided practice, and independent tasks.



Regular Virtual Office Hours

Teachers will hold virtual office hours at least 3 times per week to address questions/concerns.

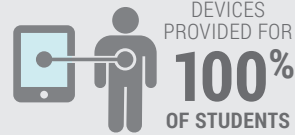


Online Resources

- ceres.k12.ca.us/
- cde.org/resources
- sites.google.com/ceresusd.net/distancelearning/tech-support

SUPPORTING LEARNING CONTINUITY

ACCESS & CONNECTIVITY

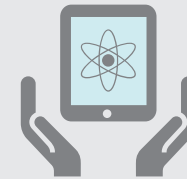


DEVICES PROVIDED FOR
100%
OF STUDENTS



Wireless Hotspots

allow students to join live interaction and complete asynchronous assignments.



Technology Support

is provided for device and connectivity issues.

PUPIL PARTICIPATION & PROGRESS



Benchmark Assessments

will be used periodically to inform teaching and to monitor student progress.



Time-value of Assignments

will be documented to ensure that students are receiving sufficient instructional minutes each day.



Weekly Engagement Logs

will be used to document student participation in synchronous and asynchronous instruction.

PROFESSIONAL DEVELOPMENT AND STAFF ROLES & RESPONSIBILITIES



Distance Learning Tools

Teachers will be trained in the use of various distance learning tools.



13

NEW TECHNOLOGY SPECIALISTS HIRED TO SUPPORT TECHNOLOGY NEEDS



Flexible Staff Roles & Responsibilities

are essential in helping CUSD successfully navigate new & developing challenges.

SUPPORT FOR STUDENTS WITH UNIQUE NEEDS



English Learners

will receive both integrated and designated ELD instruction daily.



SEL & Mental Health Supports



will be provided through Community Liaisons, Learning Directors, administration and community partners.





Individualized Education Programs

will continue to be used for Special Education students.

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR DISTANCE LEARNING

 Action / Service	 Amount
Basic School Supplies - Provided for all students to use at home.	\$500,000
Allocations for Additional Supplies - Provided to support distant learning.	\$400,000
Elective Course Supports - Additional allocations were made to support elective courses for secondary schools.	\$500,000
Percussion Instruments - Percussion instruments were purchased so that the elementary music program can continue during distance learning.	\$75,000
Technology Specialists - 13 additional Technology Specialists were hired to support teachers during distance learning.	\$400,000
Technology Specialist II - Hired to oversee the direct support of school sites during distance learning.	\$110,000
Additional Education Technology Support - Hired to support teachers in their use of technology in their instruction during distance learning.	\$75,000
Additional Hotspots - Purchased to ensure any household that needs one can have one.	\$400,000
Replace Teacher Devices - All teachers' Surface Pro devices 3 years and older were replaced to ensure they were functioning properly throughout distance learning.	\$800,000
Chromebooks - Additional Chromebooks were purchased to ensure the district had enough to replace any broken or damaged Chromebooks during distance learning.	\$350,000
Tiered Re-Engagement Plans - Implemented at school sites for students missing 60% of any week.	\$50,000
Internal Wireless Network - As part of a long term project, an internal wireless network supporting all students who live within the attendance boundaries, including rural areas, is being developed.	\$1,000,000
Extended Day Learning Program - Offered at sites to children of teachers and staff can engage in their distance learning.	\$500,000
Professional Development - Professional Development on distance learning practices is being offered.	\$300,000
Additional Technologies - Additional technologies have been purchased for classrooms to support distance learning instruction, including webcams and 2nd monitors.	\$250,000
Documenting Participation and Attendance - Teachers will be documenting both the time value of assignments and the participation and attendance of students every day.	N/C
Tiered Academic and SEL Interventions - Provided during distance learning for students in need.	\$50,000
Small Group Instruction - If Public Health allows, small group academic instruction will be provided during distance learning to support learning loss mitigation.	\$80,000
Community Liaison - Will work directly with students and families, especially foster and homeless students.	\$300,000

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR DISTANCE LEARNING

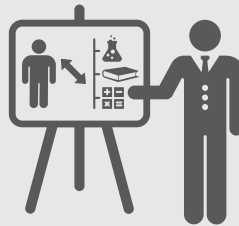
 Action / Service	 Amount
Surface Pro Devices - Purchased for instructional coaches to facilitate distance coaching.	\$60,000
WiFi Hotspots - Military grade hotspots were purchased to boost connectivity in rural areas of Ceres.	\$80,000
Technology Infrastructure - Technology infrastructure was upgraded to boost bandwidth and signal strength across the District.	\$1,000,000
Shifting Roles & Responsibilities - Many job classifications shifted roles and responsibilities to serve Ceres students throughout closure and distance learning.	\$200,000
Instructional Coaches - Adjusted to meet the needs of teachers during distance learning.	\$1,200,000
Distance Learning Playbooks - Purchased for all teachers.	\$50,000
Technology Training - Provided for instructional staff on distance learning practices.	\$300,000
Drive Up Meal Service Drive up meal service at school sites is being provided throughout distance learning.	\$450,000
Summer School - A Summer School distance learning program was held to support mitigate learning loss.	\$1,000,000
Extra Staff - Extra staff was hired to communicate weekly with foster, homeless and English learner youth to ensure academic success.	\$125,000
Distance Learning Training - Technology and distance learning training is being offered to parents, with a particular focus on parents if at-risk and-or disengaged students.	\$50,000
Translation Services - Parent Square and Zoom translation capabilities have been purchased and are in use to support communication with students and families.	\$300,000





Diagnosing and addressing pupil learning loss will be a primary focus in 2020-21 following school closures in Spring 2020.

LEARNING LOSS STRATEGIES



- **Standards-based assessments** will be used to measure current academic levels.
- **Intervention teachers** will provide small group and individual support.
- **Re-engagement plans** will be used to support disengaged students.

MEASURING EFFECTIVENESS



- **Informal and formative assessment results** will provide a metric of student progress.
- **Student attendance & engagement levels** will be monitored to assess the effectiveness of re-engagement plans.

ADDRESSING LEARNING LOSS



4
STEP
CYCLE



EXPECTED 2020-21 ACTIONS & EXPENDITURES PUPIL LEARNING LOSS

Action / Service	Amount
Professional Learning - Teachers will receive professional learning related to learning loss mitigation.	\$400,000
Supporting At-Risk Students - Teachers will receive professional learning related to supporting at-risk students, such as English learners and foster and homeless youth.	\$100,000
Assessments - Formative and summative assessments including unit and CAASP Interim assessments will be used to measure student progress.	\$40,000
Professional Learning Community Teams - PLC teams will collaborate and conduct data analysis.	\$50,000

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** PUPIL LEARNING LOSS

 Action / Service	 Amount
ELD Instruction - English Learners will receive ELD instruction to help mitigate learning loss.	\$100,000
Tiered Interventions - Tiered interventions will be used for academic and social emotional loss mitigation.	\$75,000
MTSS Team Support - The MTSS team will provide support, collaboration, and data analysis at the site and district level.	\$90,000
Small Group Instruction - Classroom teachers and paraprofessionals will conduct small group instruction.	\$200,000
Tutoring - Individual tutoring for students funded by the District.	\$200,000
Site Intervention Teacher - Small group and individual instruction conducted by the site intervention teacher at elementary sites.	\$150,000
Secondary School Interventions - Intervention for students provided by the programs offered at secondary sites.	N/C
After School Tutoring - Classroom teachers will provide after school tutoring.	\$100,000
Re-Engagement Plans - Schools will implement re-engagement plans.	\$90,000
Social and Emotional Supports - Student Support Specialists and Student Support Facilitators will provide students with social and emotional supports.	\$200,000
Community Liaisons - Homeless and foster youth will receive outreach from Community Liaisons.	\$200,000
Summer School - During Spring 2020 closure, summer school sessions were offered to help mitigate learning loss.	\$1,000,000
Software - Software programs were purchased to support learning loss mitigation.	\$200,000



SOCIAL & EMOTIONAL WELL-BEING

MULTI-TIERED SYSTEM OF SUPPORTS

for mental health and social-emotional wellbeing

TIER I: UNIVERSAL



Mental health promotion and awareness strategies are provided to all students and staff.

TIER II: TARGETED SMALL GROUP



Targeted mental health support for students who need more support than is universally provided.

TIER III: INTENSIVE



Community resources are utilized to provide more intensive supports for students that need them.

ENGAGEMENT & OUTREACH

To ensure timely & effective intervention, both re-engagement plans, and a tiered system of engagement & outreach will be used:



Re-engagement Plans

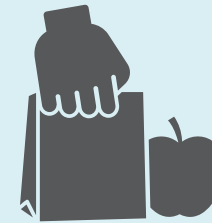
- Verify contact information
- Ensure that parents/guardians receive notification of absences
- Incorporate the family in the re-engagement process



Tiered Supports

- | | | |
|--|--|---|
| TIER 1:
Regular outreach conducted for all students. | TIER 2:
Site admin provide additional supports for "at-risk" students. | TIER 3:
District MTSS Team work with the most at-risk students. |
|--|--|---|

SCHOOL NUTRITION



Meal Pickup

Breakfast and lunch are available to all students for pickup from school sites.

Meal Delivery

Daily meals are delivered to select rural areas and apartment complexes.



Safety Measures

Recommended safety measures will be practiced when students return for in-person learning.



OTHER EXPECTED 2020-21 ACTIONS & EXPENDITURES

Action / Service

Amount

(All actions and expenditures are covered in the preceding sections.)

N/C

