

# 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.]

In March of 2020, Stanislaus County Public Schools shut down in-person schooling in response to a shelter in place order from the State of California and the Stanislaus County Public Health Department. As a result, students and teachers were sent home and remaining essential workers began modified schedules that allowed remote working when possible. Teachers began delivering lessons online through various digital platforms and modes of communication and students began learning through those methods as a result.

March through May of that school year became a significant and unprecedented challenge for all in our schools and community. Families faced financial difficulties as the economy plummeted, many were laid off or lost their jobs, and all faced the prospect of loved ones becoming ill with COVID-19, and potentially contracting the virus themselves. During this time the nation struggled to understand the virus and the response that was necessary to drive the cases down to where tracing and isolation could be become effective strategies. Meanwhile, students were learning from a distance, families were adjusting their lives accordingly, and teachers worked to reach students through video-conferencing technology, Google Classroom, and other critical tools for Distance Learning.

The district launching Chromebooks for all students four years prior made an important impact during this time as students already had devices in hand and in the vast majority of homes Chromebook use and the necessity of wireless internet access were already accepted norms. Hotspots were available for all homes and had been for some time. However, for some students and families a digital divide still existed and attendance and learning suffered as a result. The reasons for lost engagement of students during the spring is varied, but certainly an overall loss of connection to school, the difficulty of learning at a distance even with effective technology and wireless in place, the technology and wireless issues some faced despite district support and resources, and the struggle of families to navigate this trying time are all factors.

Teachers and staff worked admirably to teach students, reengage them however possible, remove any barriers such as technology and maintain a perspective of "doing no harm" to students, or at least any more that was being done based on this paradigm shifting situation in education. Classified staff members and various district leaders continued to work either entirely at the office or in part remotely to keep the

school district running. One of the most notable programs was Child Nutrition's feeding breakfast and lunch to several thousands of children a day (both CUSD students and students from the surrounding geographical area) by way of drive-up food services lines at school sites.

The school year drawing to a close meant typical end-of-the-year activities such as field trips, facility use, prom and graduation trips, spring Athletics, and graduations were either cancelled or done remotely. This was a sobering reality for everyone involved in those decisions and of course the students and families negatively impacted as a result. Despite the school year ending and summer beginning, the planning began in earnest to make the preparations for reopening schools in August, assuming that reopening would happen in either full distance learning, a hybrid model, or 100% in-person learning at the schools sites. The bulk of these preparations during June and the first half of July centered on the development of instructional and safety plans designed to mitigate learning loss, begin the new learning for 2020-21, and to maintain clean and safe school sites while providing all of the necessary personal protective equipment. Also, technology purchases were made to increase the district's inventory of Chromebooks, hotspots, web cams and other devices in anticipation of at least some distance learning being necessary during the 20-21 school year. Meals were also served to our students and to the youth of our community throughout the summer.

Rising numbers of COVID-19 cases in Stanislaus County led however to a difficult but swift decision by mid July to engage only in distance learning to start the year. This set all other plans aside for the time-being and focused everyone on what distance learning would mean for teaching and learning across the district. The COVID safety guidelines were adjusted to focus on the needs of the essential workers teaching and doing their jobs from the school sites, stakeholder meetings and input was gathered based on the actions and expenditures planned and developing in response to the situation, and preparations were made to run an ASES program during the school days so that the children of district employees could be cared for and also engage in their own distance learning. Employees, students and families are all continually adjusting to the circumstances all the while speculating upon when students can and will be able to return in-person to school, and when life may return to a semblance of normalcy.

## Stakeholder Engagement

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

In addition to the information distributed to staff, families and the community through several forms of media, including social media, and the response from school sites and departments at the District Office to questions and feedback, official stakeholder meetings were held in order to solicit feedback on the components of the draft 2020 Learning Continuity and Attendance Plan. Four stakeholder meetings were held, one for certificated and classified staff members, one for District Advisory Committee Members/District English Learning Advisory Committee Members, one for students, and one for parents/families.

Stakeholder representatives were informed of the components of the plan and related expenditures, and had the opportunity to ask questions and provide feedback. Technology support and translation was provided for the meetings, all representatives received invitations, and they were well attended. The Parent Stakeholder meeting was held via webinar and the Staff Stakeholder meeting was held through ZOOM videoconferencing. More description of the participation is included in the next section. Also, a Student Stakeholder meeting was conducted and CUSD student representatives had the opportunity to engage in in-depth discussions and provide detailed feedback regarding the draft plan and various needs in the district from their perspective.

In addition to these critical stakeholder meetings, Ad Hoc meetings were held with teacher representatives from school sites to discuss and receive feedback regarding learning and attendance planning.

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

As stated in the section above, most stakeholder meetings were held digitally with remote participation. The Parent Stakeholder meeting was held via webinar and was broadcast live. Parents could also call in to the meeting if necessary. Parents were able to view the broadcast and submit questions in real-time and those questions were relayed to the panel members. Answers were then given either right then, or at a time set aside at the end of the meeting for questions and answers. Translation was available for the entirety of the meeting and feedback was gathered directly from the representatives through a digital survey/form. The specific feedback group was able to provide timely input on the Learning Continuity and Attendance Plan.

The Staff Stakeholder meeting was held via ZOOM and representatives were able to provide feedback on the plan via a digital, open ended form/survey. The DAC/DELAC stakeholder meeting was also held on the ZOOM videoconferencing platform and questions and feedback were given in real time during the meeting. Translation was also available as always. The Student Stakeholder meeting was held via ZOOM. In summary, all of the stakeholder meetings were held with remote participation and ample opportunity was given for questions and input on the draft plan at all each of the meetings.

The public hearings held during this time have provided opportunity for remote participation as well. The CUSD Board Meetings have followed Brown Act guidelines and the allowances during this time to conduct the meetings and hearings differently as a necessity. Meetings have been broadcast live on a YouTube channel published to the world and the agenda was posted in hard copy and digitally. The public has the opportunity to submit comments to the Board of Trustees for each meeting. Closed Session sections of the Board Meetings were the only times when the public could not view the live meeting in progress, which is consistent with the regulations and the Brown Act.

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

Detailed and very valuable feedback was gathered from each of the stakeholder meetings. This input was reviewed and became instructive in the development of the Learning Continuity and Attendance Plan. A summary of the feedback is provided below.

Classified/Certificated Stakeholders:

Staff members received an overview of the draft plan and provided feedback as well. The input can be organized into the following categories:

**Appreciation of the planning and previous actions of the district:** Feedback was received which highlighted the technology investments made by the school district prior to the onset of COVID-19, thanked the district the planning for the various versions of reopening, and overall comments stating that the district is as prepared as one can be in such a time of uncertainty and rapid change.

**Concern regarding technology access and effectiveness:** Despite all of the efforts the district has made in the area of 1-to-1 student devices, technology upgrades in classrooms, and wireless access for students, the concern still exists according to staff that it will be difficult for students to attend remote learning consistently and to keep them engaged over time in their learning. The issues that may cause this span from basic technology problems, conditions in the home that make learning and keeping on schedule difficult, lack of motivation for students, lack of skill of parents and family to assist the learning of their student, significant gaps in learning for some students, and the need for further ZOOM and technology training for teachers and staff.

**Assertion of the need to support struggling students and families:** Feedback was given by staff that significant time and resources will need to be focused on meeting the needs of students and families that are having difficulty for any of the reasons stated in this and other sections. Students and families will need help with technology use, many students may need access to additional academic and/or social emotional supports, and many may need to be reengaged promptly when they are not in attendance at live instruction or completing their assignments. Some of the greatest needs will be for English Learners, Special Education students, and foster or homeless youth.

**DAC/DELAC Stakeholders:**

Feedback from this group was varied but largely focused on the many challenges of reopening schools in distance learning. Overall, the representatives also felt that although having good plans is very important, being responsive and flexible is just as important as this situation has been highly fluid from the beginning. This point is very well taken. They emphasized that communication would be essential between all parties throughout the year, especially frequent communication between the district and parents and between teachers and students. A concern was raised about parents having to drive to multiple sites to pick up lunch for their children as the regulation required meals only to be distributed from each student's school. This has since been resolved and meals can be served for all students in a family from one location. Social emotional support for students was also raised as a concern during these times. The input was that it is clear from the resources, programs, and LCAP expenditures over years that the district is committed to supporting the social-emotional needs of students but that with students learning from a distance it will most likely be more difficult to provide those resources and to engage students. Parent training on technology tools such as ZOOM was mentioned as a necessity so that parents can better help their children navigate their learning and also the technology issues that can occur.

Specific input was also provided regarding how the CARES Act funding should be spent planning for distance learning and reopening. The main suggestions were to provide sufficient PPE for everyone, sneeze guards for staff, one-on-one tutoring for students in need, technology training for parents, and technology tools for teachers instructing from their classrooms.

Emphasis was placed overall by the group on support for parents and students throughout this challenging school year, including the district providing clear expectations for students with regard to their learning.

#### Parent Stakeholders:

The parent webinar and stakeholder meeting gathered a large amount of input as well as reinforcement that the District has effective plans developing overall for meeting student needs during reopening in distance learning. Although all of the input has been reviewed and taken into account, the majority of the comments and questions can be organized into the following categories:

**Technology:** Some parents reported challenges with Chromebooks not working on occasion, issues with logging in to computers/Google Classroom/Zoom, challenges with operating hotspots or not having access or strong enough access to wireless internet. These specific concerns have been addressed by the Technology Department and the Technology specialists and responding daily to the technology needs of parents, including increased staff and expanded hours to meet the demand during distance learning. Some parents requested training on the use of technology including Google Classroom and basic Chromebook use.

**Distance Learning:** Parents commented that they need assistance with instructions for assignments, help with technology as it relates to accessing programs and lessons, access to tutoring to help with students struggling to learn in this model, and advice and support for others who may be caring for their children while they work, like friends and family and childcare centers that are still open.

It is worth noting that many parents reported that they do not need any of the above support for their child to engage in distance learning, and they provided no concerns or comments other than those in agreement with the actions in the draft plan.

#### Student Stakeholders:

The student stakeholders were engaged and specific with their input. Feedback was varied; however, most of their comments centered on the use of technology and distance learning. They stated that it was important for lessons to be recorded and made available, wi-fi and hotspots need to be made available for all students in need, rules and expectations need to be placed on ZOOM meetings/lessons, and teachers need to receive training on ZOOM so that they are all proficient at delivering lessons on that platform. They also raised concerns that it is difficult to learn via ZOOM and distance learning in general, and that ZOOM can be inflexible at times with limitations on real engagement with lessons and their classmates.

Additional input was given that did not necessarily relate directly to the use of technology. Students shared concerns about the mental health of students, the expectation of some teachers that they can simply assign whatever work and students need to complete it regardless of the challenges they may face at home and/or with learning the lesson(s), that due dates need to be flexible as a result, and that tutoring should be made available one-on-one for students in need. Students in Advanced Placement classes are worried that the rigor of these courses may make it especially hard for them to do well during distance learning.

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

In response to stakeholder input, many aspects of the plan were influenced. The following actions are the most notable and significant:

**Distance Learning training for teachers, staff, and parents:** The feedback that teachers and staff would need early and frequent access to training related to distance learning was not a surprise. Trainings and professional learning was in planning stages; however, the emphasis on this need for teachers, staff and parents was highlighted by stakeholder groups. Clearly, for all groups to serve students successfully during this time much learning and growth will need to occur for all throughout the school year. Professional learning is being offered, such as ZOOM and Google Classroom training, parents have access to trainings and support in a variety of areas, and the ongoing input from all is instructing the creation of future offerings and options. Performance contract opportunities for additional work on professional learning and creating distance learning lessons is being provided.

**Further technology support and tools for teaching and learning:** A variety of technology tools and supports were purchased, put in place, or enhanced as a result of stakeholder input. Additional hotspots were purchased for homes, 13 new Technology Specialists were hired to support school sites, webcams were purchased for teachers, additional Chromebooks were purchased for paraprofessionals, and several new efforts are being made to connect household-by-household to address internet connectivity issues, especially in the rural areas of Ceres.

**Enhanced engagement and re-engagement plans:** Stakeholder feedback helped in the development of the engagement and re-engagement plans for the school year. The engagement of students by teachers and administration is an essential component of distance learning and teachers and staff are focused on connecting with students at the outset and communicate regularly with students and families. As students have difficulty with engaging and/or are not engaging at all, teams at school sites and in Child Welfare and Attendance will reach out in the spirit of support and in collaboration. The goal of re-engagement teams will be to assess what the obstacles are for students and families, and assist in removing these obstacles. Data will be kept on this process to track the success and potential failures of re-engagement strategies.

**Tiered social-emotional supports and mental health services during distance learning:** Feedback from stakeholder groups helped refine and finalize the tiered support system for students with mental health and/social emotional needs. Tier 1 supports such as universal screening and SEL lessons are for all students, Tier 2 actions such as small group lessons/sessions will be conducted by staff, and Tier 3 will be individualized interventions for students and families such as counseling, family service planning, and home-based student support plans.

**Refinement of COVID safety plans and measures including supplemental safety materials:** The majority of the safety plan to address COVID-19 in any of the 3 reopening scenarios was drafted prior to the stakeholder meetings because specific guidance had already been released by the State of CA, Stanislaus County Public Health, and the Stanislaus County Office of Education. Based on this guidance the PPE, cleaning and sanitizing supplies, plexiglass shields, etc., were purchased in hopes that it would all arrive by school startup. However, the stakeholder groups did help to refine the planning as questions were provided regarding air system settings, frequency of cleaning bathrooms, and access to plexiglass shields.



Targeted academic interventions for students: Classroom teachers will be providing targeted academic intervention for students throughout the year, as will the intervention teachers at each school. Also, stakeholder feedback resulted in a contract with a tutoring company that will provide an additional layer of academic intervention for students in need.

Adjustment of meal service plans to support families: Input from stakeholders reinforced the need for parents to be able to pick up all of the meals for their children at one school site. As the district awaits final approval of these meals being fully-reimbursed, the decision was made to allow one-site pickup so that families are not rushing to multiple sites during the 1 hour of lunch service when instruction is not taking place.

Supplemental materials for students to support distance learning: Stakeholders were supportive of the district's developing plans to provide kits of basic supplies for students to have at home such as paper, writing implements, and notebooks. Also, additional allocations to sites to purchase supplies and materials to support elective classes and grade level/department plans was finalized and sent out to schools.

## 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.]

#### Offering Classroom-Based Instruction

Ceres Unified is currently in 100% Distance Learning for instruction as of the writing of this plan. Per the health guidelines from Stanislaus County Public Health students can only come on campus in groups of less than 5 for non-instructional activities/purposes. Therefore, currently, there can be no in-person instructional offerings. It is clear from recent months that these guidelines can change based on the guidance from health agencies as they respond to the trends of COVID-19 cases and death rates within counties.

Once these restrictions are lifted and students are permitted to come back to campus for in-person instruction, the district will implement the plans developed for the various scenarios that are possible. There are many variations that could become reality, but the most likely seem to be that all students return to in-person school, all students return in a hybrid model where they are in school some days and learning from a distance on other days, or some students return to a full or hybrid in person model while others remain on distance learning per whatever the

Public Health guidelines are at that time. Of course the desire of the district and all stakeholders is for students to return to 100% in person school as soon as is safe and practicable.

In the scenario of 100% in-person instruction that would be of course very similar if not exactly like school being as it usual is, so all of the curriculum and teaching and learning of standards would be consistent with a regular school year, except of course for the adjustments that are necessary to mitigate learning loss which is addressed below. Obviously, in this scenario the district itself would not need to take any actions to offer in-person instruction because it would be permitted by Stanislaus County Public Health.

If a hybrid model becomes an option for the district, every attempt would be made to offer as much in-person instruction for students as permitted by Public Health guidelines. CUSD believes that in-person instruction is more effective for the vast majority of students than is distance learning. Plans have already been developed for teaching and learning in a hybrid model. This is the case because prior to mid-July 2020 all school districts within the county were planning on reopening with students in 100% in-person. However, it was prudent to continue to develop hybrid model plans as the situation could change at any time as data regarding new cases counts dictated. A sudden change did occur in mid-July, but as stated that change was made from 100% in-person reopening to 100% distance learning. In Stanislaus County the hybrid model was not at that time considered a viable option. As districts plan for reopening to in-person teaching and learning however, it is not at all certain that hybrid models will not be considered.

In a hybrid model the adopted curriculum would be utilized and teaching would be based on the state standards while students are in-person and when they are learning from home. The teaching and learning would be adjusted based on a schedule toggling back and forth from in-person to distance learning and back again. Teachers would design their instruction based on what is most effective for their students while in-person, and what learning happens most effectively at distance. Teachers and teacher teams would be using what they have learned through standards-based assessments and checks for understanding during distance learning to tailor instructional practices in a hybrid model of schooling. These plans would vary K-12 and would be driven by the needs of different age groups of students. For example, what a high school student is able to learn and do at a distance is quite different than a kindergarten student.

It is also worth mentioning that flexibility and adaptation in this situation may end up being as or more important than whatever plans are developed. A hybrid model of instruction will have never been done before by any of the district teachers or administrators. When implementing plans and actions during this time regular data collection and analysis by individual teachers and PLC teams will be essential in determining the appropriate adjustments. Teams will also be pulling specific data on subgroups of students who may need additional intervention and supports. The ongoing needs of English Learners, foster and homeless youth, and/or students of low income households will be of particular importance. Mitigating the learning loss of any students or groups of students with additional challenges will require differentiated instruction, timely intervention from the classroom teacher and the Intervention teachers at the school sites, and the use of the tiered intervention systems already in place in CUSD that systematically address both the academic and social-emotional needs of students.

### Mitigating Learning Loss During In-Person Instruction

Mitigating learning loss during in-person instruction whether it be a return to 100% in-person schooling, or a hybrid model combining in-person and distance learning, will necessitate teachers and teams to assess the learning loss for students, and formulate plans to recover that lost learning while proceeding with standards-based instruction. Teachers and PLCs cannot simply "move-on" to the rest of the school



year of learning when students return to in-person instruction, and they also cannot stop new learning to remediate loss because the students would then fall behind on learning the full breadth and depth of standards they are supposed to by the end of the school year.

In some ways teachers are familiar with this challenge as they are always working to recover and accelerate learning for students while also teaching the standards at a pace that allows all standards to be taught to the required depth. However, the challenge that will be presented upon students returning to school is anticipated to be significantly greater. Students will have gone months with distance learning only at a very challenging time for the students and their families. In addition, teachers have had to grapple with a paradigm shift in how they instruct, doing so almost entirely through digital platforms and video-conferencing. It is anticipated that many students will have suffered learning loss if not significant learning loss, and for some students already facing the challenges that can come with learning English, living in a low-income household and/or having unstable housing/experiencing homelessness, and/or were already experiencing educational deficits, mitigating the learning loss substantially will be a significant challenge.

With that said, the employees of CUSD will take this challenge on by utilizing the ample resources, staffing, and programs and processes that will both identify and serve the needs of all students. Mitigating loss starts with assessment of student learning levels, a taking-stock of the damage done by the pandemic to the learning and growth of students. The mitigation to be done equals the gap between what students would have learned if COVID-19 never occurred and the actual learning levels of students when they return to in-person instruction. It is important to acknowledge that this mitigation will take time, mainly because the learning loss is likely to be serious, and, teachers will also have to continue with new learning when students return. The luxury does not exist to set aside two months upon student return to mitigate learning loss, clearly, the student would simply fall further behind the new learning that would have been taught during that time - requiring only more learning loss mitigation.

The school district utilizes PLC practices so teacher teams will assess students to determine exactly where the gaps are in student learning. They will have to determine what should have been learned from the time of closure in the spring of 2020 up through the several months of distance learning until the return of in-person teaching and learning. That bar of proficiency or level of meeting standards will be used to measure the size of and locations of the gaps for each student. PLC teams will give standards-based assessments to provide this information. They will analyze data and identify individual student gaps and also trends and patterns amongst student groups. The data analysis will allow individual teachers and PLC teams to develop tailored learning loss mitigation plans for their specific students and classes. This planning includes strategically identified standards that need to be taught moving forward which also allow time for mitigation of lost learning. Recovering learning while teaching new standards and concepts is going to be an important part of the plan. Teachers and teams will also identify times to provide intervention and remediation on skills and standards that are sometimes unrelated to the current and new teaching and learning. Data will be collected from assessments that measure the effectiveness of these learning mitigation plans and actions.

The classroom teachers and PLC teams will also utilize the other resources available to them to support students. This includes the Intervention teacher at the school site, tutoring resources, SEL services, tiered systems of intervention that are already in place in the district, community liasons, foster and homeless youth liasons, student mentors, and guidance and support from the site and district level MTSS teams. Learning Directors, School Psychologists, Mental Health Clinicians, school administrators, paraprofessionals, ultimately, all staff are part of the collaborative effort to target services and resources to the students and families in need. Just as academic development for students is always effected by and linked to the whole child and the whole child's life, certainly mitigating the damage to student growth and development caused by the pandemic will require a whole child approach to recovery.

A key factor of a successful return to in-person learning of any kind is the implementation of the district's COVID Safety Measures Plan which addresses the physical health and safety of staff and students. These plans and protocols will ensure the safety of students and staff and is consistent with public health guidance. Overall, it addresses considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles. All stakeholders have been involved in the development of the plan and it is important to note that it is a living document which can be revised at any time as guidance from public health may change. Below is the current plan:

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## 2020-2021 COVID-19 Safety Measures Plan

Ceres Unified School District

AS OF: September 1st, 2020

NOTE: The current Distance Learning status may make some of the safety measures less applicable due to the fact that students are not attending school in person at this time. They would be applicable however in both hybrid and full in-person models.

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NOTICE: \*\*Changes from July 17th orders from Governor Newsom - RELATES ONLY TO IN-PERSON SCHOOL. This changes would be made immediately to our guidelines when students return to school.

NOTICE: Any current guidance regarding return to in-person instruction for students 1-on-1 or in cohorts as allowed by the state supercedes the plan below.

## Safety Measures

### HYGIENE, SOCIAL DISTANCING AND PPE

#### Face coverings

- Face coverings are recommended for staff in all settings and required when social distancing (6 ft) cannot be maintained. All staff are required to have a mask on hand in their work area and when walking from point A to point B anywhere on site so that in the case that the mask is not being worn and 6 ft cannot be maintained it can be immediately utilized. This includes any time one is walking into a room. A mask is required to be worn until it is clear social distancing can be maintained in that space.

- Staff members who work in a room or space that is enclosed (such as a classroom or small office) may require all other individuals working or visiting that room to wear a mask in addition to maintaining 6 ft of social distance. Uniform signs will be available in each office for use.
- In the childcare program adults must wear masks and maintain social distancing, and students 3rd grade and above are required to wear masks in keeping Governor Newsom’s order on July 17 regarding “In-Person” schooling.
- Students are required to wear a mask when social distancing cannot be maintained (3 ft).
- 3 cloth masks will be provided for each staff member. These masks can be washed and reused.
- Students may wear masks from home but they will be provided at school.
- Paper masks will be available at all site offices and are mandatory for visitors from the public. Employees may use the paper masks from the office if necessary.
- Face shields will be provided upon request for employees working for extended periods of time face-to-face with students and for any employee who requests one as the supply chain allows.
- Face shields will be provided for students in elective courses/classes that require performance and/or close-quarter interaction between students as a necessity.

#### Social distancing

- Maintain 6 ft of social distance between adults and between adults and students.
- Student-to-student distancing should be maintained at 3 ft. at a minimum.
- Students and staff are required to wear a mask if social distancing cannot be maintained.
- Students may change classes for subject matter rotations etc. as necessary following the 3 ft. minimum social distancing.
- Meetings of teachers and staff should maintain 6 ft distance between adults and should not exceed 10 people total in the same location (such as a classroom or library). Staff members have the option to ZOOM into in-person meetings. Larger locations (such as a cafeteria or gym) can accommodate more people if social distancing can be maintained.

#### Hand-washing

- Students and staff should wash their hands frequently and thoroughly throughout the day.

#### Hand sanitizer

- Staff and students are to use hand sanitizer throughout the day.
- Available in all classrooms, offices and communal spaces such as the cafeteria.
- Does not take the place of frequent hand-washing.

#### Gloves

- Not recommended for use by students or staff, with the exception of those conducting duties such as cleaning, sanitizing, first aid, or food service.

#### Plastic shields at reception areas

- Plastic shields will be installed at reception desks and counters at school sites and the District Office.

#### Assemblies, Rallies, Dances, Meetings, Large Gatherings

- No large gatherings of students or staff are permitted.
- Essential meetings such as staff meetings may be done by ZOOM or other platforms but if they are in-person, social distancing of 6 ft must be maintained between adults, and masks are required if spacing is less than 6 ft at any time.
- Parent meetings or training are permitted and social distancing must be maintained as well as the wearing of face-coverings.

#### Drop-off and Pick-up Times

- Parents/guardians must wait for their children outside of the gates for pick-up and drop-off their students at the office or designate gate(s).
- Kindergarten pick-up and drop-off on campus will be permitted for the first 2 days of school. A face-covering is mandatory for parents/guardians. [N/A as of now]

#### CLEANING and SANITIZING PROCEDURES

## Sanitizing sites, equipment and supplies

- Custodians will sanitize throughout the day and evenings.
- Site-specific sanitizing plans will be implemented.
- Additional cleaning supplies will be distributed to elective course classrooms and spaces where frequent sharing of supplies and materials takes place as a necessity.
- Hand sanitizer will be available in every area people congregate.
- Cleaning wipes will be provided for all educational settings as supply allows.
- Bathrooms and any other communal use areas will receive additional cleaning each day.

## FRONT OFFICE CHECK-IN

District office procedures -Visitors to the District Office will follow the intake protocols in place.

## Public/community visitors to sites

- No volunteers or site visitors from the public are permitted on campus, except for school sanctioned meetings. Visitors must undergo the intake protocol.

## HEALTH PROCEDURES

### Sick child protocol

- Have a “sick child” space identified at each school site for symptomatic students.
- Student is removed from the classroom immediately (outside the door is acceptable).
- Contact health clerk or nurse / send student to isolation room or nurse’s office.
- Contact parent to transport home.

### Temperature Checks

- Staff will have access to thermometers if they choose to take the temperature of a student. Replacement batteries will be made available as needed. Staff take their own temperatures daily. This can be done in classroom or other space and does not need to be done in the front office.

#### Confirmed COVID-19 Cases

- Stanislaus County Public Health will provide specific guidance on this. A clearance letter for a student to return to school may be provided after the 14-day quarantine.
- Any class or school quarantines or closures will be decided by Stanislaus County Public Health in collaboration with the District Office leadership.

#### CLASSROOMS, PLAYGROUNDS and COURSES

##### Seating in classrooms

- All classroom seating must be facing forward and in columns/rows with students a minimum of 3 ft apart in all directions.
- If limited space and/or furniture limitations make this impossible, arrange the classroom to get as close to the above standard as is practicable.
- Students can sit and work collaboratively in small groups or receive small group instruction (ideally no more than 3). Maintain social distancing of 3 ft. Students are required to wear masks if social distancing cannot be maintained. [N/A at this time]
- Small groups of students of no more than 5 in a group can be on campus working with a staff or staff members on non-instructional/non-academic purposes (assessments, orientation, pick up materials etc.). These meetings to the greatest extent possible need to be held outside.
- "Carpet-time" at elementary schools is not permitted at this time. This is referring to a whole class sitting at the carpet which would make 3 ft. of social distancing impossible. [N/A at this time]

##### Playgrounds/Play Areas -Are open for use and will be sanitized regularly.

- Keep students in classroom and grade level groupings at elementary to reduce mixing. Consider students playing "in zones" on campus to reduce mixing.



- Maintain social distancing as much as possible (3 ft.) between students during recess times which prohibits contact sports and activities. Please follow specific guidance regarding recess and use of equipment.

#### 1-way walking patterns at sites

- 1-way walking must be in place for interior hallways and narrow walkways so that students passing each other face-to-face is minimized as much as possible. This is only necessary outside if student lines are passing near to one another.
- Social distancing of 3 ft should be maintained in all lines of students.

#### Elective Courses/Special Considerations

[N/A at this time] -Use of wind instruments is only permitted out of doors. [N/A at this time]

- Singing in Choir is only permitted out of doors, as is singing in Theater courses. [N/A at this time]
- For science labs, students working collaboratively in small groups, all other activities in elective courses, social distancing must be maintained (3 ft) and no physical contact can be made between students. [N/A at this time]
- PE: No activities are permitted where students make physical contact, social distancing must be maintained (3 ft), use outside spaces as much as possible, locker rooms are permitted for use but spread out the locker assignments as much as space and class size allows, equipment will be used and frequently sanitized. [N/A at this time]

#### Weight Rooms

[N/A at this time] -Social distancing of 3 ft between students must be maintained.

- Students wipe down/sanitize the equipment between uses.

#### Meal service

- Meals will be served in the cafeteria for lunch. [N/A at this time]
- Sanitizing between lunch periods. [N/A at this time]
- Spread out students as much as possible and keep them with their classroom peers (elementary). [N/A at this time]
- Use social distancing in lines (at least 3 ft.)

- Students are required to wear masks if they cannot maintain social distancing (3 ft.)
- Use outside eating whenever possible and consider spaces with shade available/possible. [N/A at this time]

## TRANSPORTATION AND TRAVEL

### Busses [N/A at this time]

- Students are encouraged to wear masks from home.
- Students will be required to wear masks on the bus and masks will be provided.
- Staff is encouraged to wear a face covering and required if social distancing of 6 ft cannot be maintained.
- Space students out when possible.
- Siblings sit together.
- Hand-sanitizer will be available for use on the busses and student use will be required.
- Open windows when possible for ventilation and when AC is not running.
- Use physical distancing when exiting the bus and entering campus.

### Field trips

- No field trips permitted at this time.

### Travel

- No travel outside Stanislaus County for professional learning or meetings unless permission is granted.

## CLUBS, ATHLETICS and PROGRAMS

### Athletics

- Further guidance from CIF will be provided and the information will be updated as appropriate.

- Prohibited/postponed sports are: Football, Baseball, Softball, Soccer, Basketball, Water Polo, Wrestling, Volleyball.
- Allowed with social distancing: Swimming, sports conditioning, Diving, Golf, Tennis, Cross Country, Track and Field, Cheerleading, any sport not listed here. [N/A as of now]

School clubs

Clubs

- Allowed with social distancing maintained of 6 ft during hybrid and full in-person learning models, must be held by ZOOM or another video conferencing platform while in 100% distance learning.

ASES

- Program will continue when students return to either a hybrid or fully in-person learning model, using social distancing and spreading students out as much as possible on the school site.
- Keep students in class and grade level-alike groups as much as possible to reduce social mixing.
- -----

One aspect to this situation that cannot be ignored, and is present in our planning for a return to in-person instruction, is the possibility of having to deal with another closure during the 2020-2021 school year. It is possible that students will return to in-person instruction either in a hybrid model or 100% in-person only to face another shutdown of schools in Stanislaus County. If that occurs distance learning will again be 100% the mode of instruction. Teacher and school district experience with distance learning will have grown and improved, which should mitigate learning loss that would occur during yet another period of school site closures. However, the district would need to plan once again to address the losses that do occur, and no doubt will use all of the lessons from this period of time in distance learning to inform those plans and actions.

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

Description	Total Funds	Contributing
Offering Small Group and 1-on-1 Instruction During Distance Learning: As allowed by Stanislaus County Public Health students can come in-person to campus to mitigate learning loss. This would be offered using performance contracts outside the of school day, and/or could occur during the school day. Special attention would be paid to small groups of at-risk students such as English Learners, Foster and Homeless Youth, and Special Education students.	200,000	Yes

Description	Total Funds	Contributing
<p>Offering Small Group and 1-on-1 Support During Distance Learning: As allowed by Stanislaus County Public Health students can visit campus individually or in small groups to do an assessments, attend at training on something non-academic, anything that the Public Health Officer allows in the guidance. Special attention would be paid to small groups of at-risk students such as English Learners, Foster and Homeless Youth, and Special Education students.</p>	40,000	Yes
<p>Utilize a Hybrid Model for Instruction: A hybrid model of instruction would result in students attending school in-person on some days of the week and receiving distance learning the others. CUSD is interested in maximizing the amount time students attend school in-person. This in-person time will allow teachers and teacher teams to assess more effectively the learning loss that has occurred. They would then seek to mitigate this learning loss during the in-person and distance learning instruction. Special subgroups would be prioritized within this schedule to have them in-person as much as would be allowed by Public Health. Significant progress could be made during the use of a hybrid model for these students prior to it being safe for all students to return every day.</p>	50,000	Yes
<p>Small Groups and Specialized Support in a Hybrid Model: During the use of a hybrid model small groups and individual students in need would receive additional support from the classroom teachers and intervention teachers at the elementary level to mitigate learning loss. Staff will assess the needs of the learners, especially at-risk subgroups as mentioned above, to tailor support either during the day or outside of the school day.</p>	100,000	Yes
<p>Preparation During a Hybrid Model for Full In-Person Instruction: It will important that while a hybrid model is being utilized teachers and teacher teams are also preparing to for a return to 100% in-person instruction. Work and collaboration within and outside of the instructional day will allow this forward planning to occur. Staff will assess the specific needs of at-risk student groups during planning.</p>	100,000	Yes
<p>Utilize Weekly Engagement Plans: Teachers will keep Weekly Engagement Plans and these will be used to asses the effectiveness of full distance learning and distance learning in a</p>	250,000	Yes

Description	Total Funds	Contributing
hybrid model. The effectiveness of in-person instruction will be impacted by the learning and learning loss that occurs during distance learning.		
Implement Reengagement Plans: Analysis of student participation and engagement during full distance learning and a hybrid model will be based on the 60% rule. Students who are absent 60% or more of a school week will receive support through the Tiered Reengagement Plan. At-risk students will have plans that are specific to their needs.	275,000	Yes
Use Tiered Academic Interventions: Tiered and data-driven academic interventions will be more effective during in-person instruction. Having this system in place will allow in-person instruction to meet the needs of all students, especially at-risk students with additional needs.	150,000	Yes
Use Tiered SEL Interventions: Tiered interventions for social emotional and mental health needs will be critical with the return to in-person learning. Many students will need support in this area as much if not more than in the area of learning loss.	150,000	Yes
Implement COVID-19 Safety Plan including all of the purchases of cleaning supplies, PPE and plexi-glass barriers.	3,000,000	No
Replacement of older HVAC units to improve air circulation in classrooms.	700,000	No
Pre-assessment of students prior to units of study in 2020-2021 to identify learning gaps/loss.	90,000	Yes
Provide technology for classrooms to support with distance learning, hybrid delivery, and learning loss in in-person instruction.	500,000	Yes
Purchase of hotspots to improve connectivity for students in distance learning, hybrid, and in-person delivery methods.	550,000	Yes

Description	Total Funds	Contributing
Supplemental technology applications were purchased to support English learners.	100,000	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.]

#### Curriculum Use and Curriculum Resources

The adopted curriculum and curriculum resources will be used regardless of the method of delivery. Instruction in CUSD is based on state standards and the identification of essential standards at every grade level and in every course. Students will have all of the necessary resources whether they are hard copy or digital. Supplemental materials and resources have been made available to all students which align to the curriculum to support distance learning. Regardless of the method of delivery, the same full set of curriculum and resources will be used.

#### Instructional Continuity in the Case of Transitions

There are different types of transition that may occur this year that will make curriculum and resource continuity critical. Distance learning may transition to a hybrid model first and then eventually back to full in-person schooling. This seems like the probable scenario. It is also possible that COVID cases may require some or all students in a school to go back to distance learning for a period of time. These transitions highlight the importance of curriculum continuity. The district's consistent use of the curriculum and resources regardless of the delivery method will make the transitions more smooth and less damaging for students. Teachers will have to closely monitor how students are doing during these transitions as they may need additional support to stay on track or to mitigate learning loss. It is important to note that all students have Chromebooks and that helps greatly with synchronous and asynchronous distance learning. The district went 1-to-1 with devices several years ago now so the knowledge and experience exists to use and support the devices effectively.



## 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.]

### Access to Devices

As stated CUSD has been 1-to-1 for several years now so all students have access to devices that they can take home. They also use them at school during in-person instruction. There is also a stock of Chromebooks kept to replace broken ones and they are immediately available for students when needed. The Technology Department has expanded to support the repair and tech requests related to the use of devices and this year additional Tech Specialists were hired to support teachers directly at the school sites when issues arise during instruction. Information on the district website and a phone hotline allows parents, students, and teachers fast access to assistance. Thanks to years of planning and implementation of 1-to-1 devices in CUSD this has not been an issue during the school closures. There are Chromebooks available for parent meetings and for paraprofessionals to use so device access is a topic to be considered for all stakeholders as well as the students. Classroom teachers have Surface Pro devices so that they can work from remote locations and have connectivity as well.

### Connectivity

The district has been working on boosting the wireless connectivity at our school sites and in the community for years now. This effort is obviously tied to and essential to the move to 1-to-1 devices for students. If the connectivity is not good or is not working the devices become ineffective. Our school sites themselves have strong connectivity in and around the buildings. The vast majority of the population of Ceres has sufficient connectivity as well. There is rural area of Ceres with pockets of weak to no connectivity. An individualized plan is being implemented for those students that includes family-by-family support to identify solutions and to build communication between the families and the school so adjustments with instructional delivery can happen if connectivity at this time is impossible. From our data sources however 96+% of students and households have connectivity.

Many of those homes are being supported by hotspot distribution from CUSD. The hotspots allow students to log in and use the wireless and bandwidth to join live interaction or complete asynchronous assignments. Additional hotspots were purchased when the first closure occurred and many of our homes have 2 or more hotspots in them at this point. The Technology Department provides robust support for device and connectivity issues, and additional staff has been hired on during the closure to help meet the demand. In the background the district is also working on a plan to install internet towers throughout the rural areas and all other areas in Ceres to create an internal network of wireless connectivity that would be reliable and provided by the district. This is a longer-term project however. In the meantime we have several contracts with internet providers to help promote connectivity in Ceres households.

## 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.]

### Assessing Pupil Progress Overall

In regular in-person schooling in CUSD student progress is monitored through informal assessments, both formative and summative in nature. These checks and assessments of learning are done by teachers and teacher teams as appropriate during and at the conclusion of units of study. PLC teams work together to teach the state standards through these units with focus on essential standards that serve as the pillars of teaching and learning during each unit. The assessments are designed to focus on these essential standards. Teachers analyze the data from all types of assessments and then decide what adjustments are necessary to respond to student needs. Assessments are a critical component of effective teaching. The same type of assessments will take place during distance learning. Whether it is checking for understanding or assessing students during live interaction or students completing and submitting assessments asynchronously, the best practices for CUSD in this area remain the same. The assessment results may show learning loss certainly for some students and that will require support and our intervention plans and actions to be implemented. The results of assessments and follow-up intervention is particularly important for English Learners, Foster and Homeless Youth, and all of our students with additional needs that may be contributing to serious learning loss during this time. The district MTSS team will also be working with school sites to monitor and support how they are assessing pupil progress during distance learning.

### Measuring Participation and Assignment Time Value

CA Education Code Section 43504 requires that school districts document specific information while the use of distance learning is necessary. That documentation must be kept on record in the front office for future audits which will determine whether CUSD receives the full apportionment of LCFF funding from the state (EC 43504 (i)(2)). This documentation will also be used as evidence of at least 180 days of instruction and for Chronic Absenteeism reporting to the state.

The following documentation is required:

The “time value” of instruction and assignments provided/assigned by teachers each week to their students and how much of that time is synchronous (live interaction) learning and how much is asynchronous assignments (not live). The total minutes each day must reach at a minimum the required instructional minutes mandated by the state.

At the elementary school grade spans students have one teacher therefore that one teacher is assigning and provided at a minimum 230 for example 1st-3rd grades. At junior high and high schools the sum of each student’s daily live interaction and assignments time value must reach 240 minutes. This sum is reached by adding the minimum number of combined minutes for each teacher.

The participation and attendance log is uniform across the district, however secondary school teachers have five or six sheets per week whereas elementary school teachers have one. This log documents if and how a student participates in live interaction or assignment completion (P) on a given day. A teacher can also input SC for student contact or PC for parent contact. Any interaction, work completion, or contact with the teacher counts as “participation” for that day. This has no direct relation to grades. If any of these are marked the Attendance column cell will self-populate marking that student is “Present” for the day. The purpose of this document is to log participation during distance learning, document chronic absenteeism for state reporting, and trigger the Tiered Reengagement Plan when students are completely absent for 3 days in one week.

The Tiered Reengagement plan is triggered when a student does not participate in any way for 3 days/60% of the school week. The Weekly Engagement Log serves as sufficient documentation of this requirement.

The weekly lesson or unit plan document or template that records the time value of assignments and the Google Sheet log of participation and attendance make up the “Weekly Engagement Log” required in Ed Code.

Weekly Procedure:

- Teachers document the time value of assignments and complete the participation and attendance log each week for every class/course taught.
- Teachers verify the absences for the week in hard copy that correlate to the attendance logging of participation and submit this to the front office by Monday morning.
- Front Office staff then enter the attendance into Infinite Campus and print each teacher’s Weekly Engagement Log that will be shared with them through Google Sheets.
- The Front Office will keep binders for all of this documentation to prepare for the future audit related to Ed Code 43504.

## **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.]

### Distance Learning Professional Development

Several professional development opportunities have been offered and will be offered to staff while distance learning is being practiced in the district. These PD opportunities focus on building staff knowledge of best practice for distance learning and digital instruction. Some of the examples include Corwin Distance Learning Playbook Training, Joyful Classroom Professional Learning, Hanover Training Modules, and professional learning from Grace Deerbome. District Instructional Coaches are also providing professional development for teachers and teacher teams. Educational Technology Specialists are providing PD focused on the use of technology, and certainly technology's role in distance learning instruction is central to all of the related trainings.

More opportunities will be provided during the school year based on what is happening with our method of delivery. A lengthy time in distance learning will require continued PD in that area, whereas a return to in-person instruction will target PD more to learning loss mitigation for instance. Also the focus of PD is always learning that can translate to improve practices and student learning. Individual teachers and PLCs will work to implement new strategies and assess their effectiveness within their lessons and units of study.

Performance contracts have been offered at various times so that staff engage in PD and be compensated for work outside of the contract hours. Federal CARES Act dollars were used for this expense.

## Staff Roles and Responsibilities

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

### New Roles and Responsibilities

It is not an exaggeration to say that every staff member's job has changed as a result of COVID-19 in one way or another. The entire organization has shifted and adjusted in order to serve our students and all stakeholders in new ways. Flexibility and collaboration have been essential as these changes have been made. Technology Specialists have shifted even more of their time to support the device and connectivity needs across the district and in the community. The district has hired 13 new Technology Specialists to support school sites directly with the delivery of distance learning. A Technology Specialist II and additional education technology staffing has been added. The method of instruction and delivering assignments has changed for teachers and instructional support staff.

Child Nutrition staff have had roles and schedules shifted so that we can serve thousands of meals outside at the drive-through pickups at each site. They have served on the front lines since the school closures in the spring. Bus drivers are delivering food where necessary and distributing it in some locations. The office staff at each school and the District Office building are doing different work as it relates to customer service and responding to the needs of families and the implementation of new plans and processes connected to COVID-19 response and safety measures. Custodians have modified cleaning and sanitizing routines and schedules. Attendance Clerks are documenting new attendance tracking methods pursuant to Ed Code requirements during distance learning. Administrative Assistants and Assistant Principals are helping to manage the Extended Day Learning Programs held at our school sites and reaching out to students and families to engage and reengage them in distance learning. Intervention teachers, English Learning Teaching Assistants, Community Liasons, Paraprofessionals, the list goes on. All of their jobs have had changes to roles and responsibilities and without their great work the district would not have been able to respond to the closure and the reopening as it has. Certainly full of challenges, but so far, successful overall.

As the school year proceeds and the method of delivery changes to hybrid or full in-person learning, all of these jobs and many more will change and change again to meet the needs of the moment. Roles and responsibilities will only return to normalcy, or a new normal, when the COVID-19 era is over and school is back to what it once was. What we all will have learned will however, will be very valuable as we forge ahead as one team fighting for our students.

## 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.]

During distance learning it is essential that time and resources be dedicated to assisting pupils with unique needs in CUSD. Classroom teachers and a variety of staff contribute to this support. English learners will receive designated English Language Development daily. At the secondary level courses will continue to be taught, such as ELD, that will assist students in the development of their English skills as well as contribute to their overall academic growth. Where the adopted curriculum provides instruction for English learners that would occur

during in-person instruction, that same instruction will happen in distance learning. This includes designated ELD instruction for students. ELD instructional minutes will met during distance learning as teachers incorporate lessons within synchronous and asynchronous activities. Teachers and PLC teams will evaluate the progress of English learners and target academic intervention for them whenever necessary.

Foster and Homeless youth in CUSD will be provided academic support through all of the same methods but will also receive the support from Community Liaisons, Learning Directors, administration and community partners. The district can assist students with SEL and mental health needs as well as students and families that are facing hardship that is making it difficult for the pupil to engage and succeed in school. If outside agencies are needed to serve these needs than CUSD's liasons help to arrange it. If academic learning loss during distance learning is the problem, all of the aforementioned strategies to assess and mitigate learning loss would be implemented for these students based upon their specific teams. If they are disengaged for whatever reason and not attending school, the Tiered Reengagement Plan would ensure they are reengaged and that they receive the help they need. If the child is in any type of placement outside of the care of his or her family the school sites will communicate with the placement directors to make sure distance learning is working within that setting for the pupil.

The district's MTSS teams will play an important role in monitoring the response to students in need, and to help communicate and share ideas and strategies across classes and schools. With the many resources and support systems in Ceres it is beneficial for school sites and the district to have teams that help ensure that those resources and systems are being utilized as they should be, and that monitoring of results is taking place. The regular review of student progress and related data, including participating and engagement, will help teams determine what is working for students, and what is not. This is important as formative academic assessments and data on participation and attendance throughout distance learning can help all understand the challenges that students are facing in all areas of their lives, and thus make us more effective at supporting them over time.

CUSD's Director of Special Education and the department staff and Special Education teachers will be providing instruction as IEPs require, and will be tracking and adhering to guidance that comes from CDE. Guidance in this area has continued to evolve and in-person instruction will occur whenever possible and permitted. Distance learning instruction will align to what students would have been learning during in-person lessons to the greatest extent possible. Monitoring of student progress towards goals will occur as required by the IEP and the current guidance.

It is important to note that as currently the district is in the distance learning delivery method if small groups of students are permitted on campus for instructional purposes it would extremely beneficial. Students with unique needs would able to receive targeted small group instruction and learning loss mitigation at the school sites, which would help them with their current learning, but also their engagement with school. It would also seem likely that they would be more prepared to return to in-person instruction if the small groups for academic intervention is permitted.

During distance learning teachers and PLC teams will continue to identify students who need additional challenges above and beyond the planned live interaction and assignments to remain stimulated and engaged. These students would be able to complete additional and more complex assignments and projects that either connect to the learning or peak their interest in general. It is important that these students remain active and engage in their learning even when they have already learned what is being taught before the unit even begins. It is easy

to see how these students could become disengaged and disinterested themselves during distance learning if they do not receive continual support.

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

Description	Total Funds	Contributing
Basic school supplies were provided for all students to use at home.	500,000	Yes
Additional allocations were provided to sites to support teacher orders of additional supplies for student home use to support distance learning lessons.	400,000	Yes
Secondary schools received an additional allocation to support purchases in elective course areas to support distance learning.	500,000	Yes
Percussion instruments were purchased so that the elementary music program can continue during distance learning.	75,000	Yes
Additional Technology Specialists (13) were hired to support teachers during distance learning.	400,000	Yes
A Technology Specialist II was hired to oversee the direct support of school sites during distance learning.	110,000	Yes
Additional Education Technology support was hired to support teachers in their use of technology in their instruction during distance learning.	75,000	Yes
Additional hotspots were purchased to ensure any household that needs one can have one.	400,000	Yes



Description	Total Funds	Contributing
All teachers Surface Pro devices 3 years and older were replaced to ensure they were functioning properly throughout distance learning.	800,000	Yes
Additional Chromebooks were purchased to ensure the district had enough to replace any broken or damaged Chromebooks during distance learning. Chromebooks were also provided for paraprofessionals so they could conduct live interaction meetings and assist in distance learning.	350,000	Yes
Tiered reengagement plans implemented at school sites for students missing 60% of any week.	50,000	Yes
The district is working on a project to create an internal wireless network to support all students who live within the attendance boundaries, including rural areas in particular that have little to no wireless signal.	1,000,000	Yes
The Extended Day Learning Program is offered at sites to children of teachers and staff can engage in their distance learning.	500,000	Yes
Professional development on distance learning practices is being offered. Performance contracts are also offered for PD beyond the school day. Additional allocations have been provided to school sites to support PD and collaboration amongst teachers.	300,000	Yes
Additional technologies have been purchased for classrooms to support distance learning instruction, including webcams and 2nd monitors.	250,000	Yes
Teachers will be documenting both the time value of assignments and the participation and attendance of students every day.	0	Yes

Description	Total Funds	Contributing
Tiered academic and SEL interventions will be provided during distance learning for students in need. These includes specific supports for students with unique needs.	50,000	Yes
Small groups for academic instruction will occur, especially for learning loss mitigation and academic support during distance learning, if Public Health allows it during distance learning.	80,000	Yes
Community liaison and other support staff will work directly with students and families as support, especially for foster and homeless students.	300,000	Yes
Surface Pro devices were purchased for instructional coaches to facilitate distance coaching.	60,000	Yes
Military grade hotspots were purchased to boost connectivity in rural areas of Ceres.	80,000	Yes
Technology infrastructure was upgraded to boost bandwidth and signal strength across the district.	1,000,000	Yes
Many job classifications shifted roles and responsibilities to serve Ceres students throughout closure and distance learning, including extra time worked to fulfill such roles.	200,000	No
Instructional coaches adjusted to meet the needs of teachers during distance learning.	1,200,000	Yes
Distance Learning Playbooks purchased for all teachers.	50,000	Yes
Technology trainings provided for instructional staff on distance learning practices.	300,000	Yes

Description	Total Funds	Contributing
Drive up meal service at school sites is being provided throughout distance learning, and was provided over the summer as well.	450,000	Yes
A Summer School distance learning program was held to support mitigate learning loss.	1,000,000	Yes
Extra staff was hired to communicate weekly with foster, homeless and English learner youth to ensure academic success.	125,000	Yes
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	Yes
Parent Square and Zoom translation capabilities have been purchased and are in use to support communication with students and families.	300,000	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.]

It is anticipated that many students will experience some level learning loss from the 2019-2020 school closure and the portion of the 2020-2021 school year that full in-person instruction is not permitted. The environment of equity that the school setting creates is not accessible to students when distance learning only is the method of delivery by necessity. At-risk student groups are particularly vulnerable to this reality and it is incumbent on the school district to close those gaps during distance and in-person learning. Recovering learning loss is going to take time, as teachers will have to continue their ongoing instruction moving forward while assessing and mitigating learning loss from past. These mitigation efforts will be most effective when students return to school in-person, but have and will start before that.

Professional learning on how to assess and mitigate learning loss will be important for teachers and staff, as no one will have face the challenge in quite this way before. Teachers will need to have training on the best strategies for recovering learning loss for students over time, while moving forward with the standards-based instruction scheduled for them. These opportunities will be provided as professional learning on the topic becomes available. Teacher teams are likely to join in this training together as part of the learning and growth of PLC teams. Although other strategies and resources will help as well, the effectiveness of the classroom teacher will have the greatest impact on the student experiencing learning loss.

Intervention teachers at school sites will play a very important role as well. They serve as an extension of the PLC team and will provide small group and individual support to address learning loss. They will meet regularly with students based on formative and summative assessment results and strategically target the skills and concepts for which the student or students need assistance. These teachers work at the school sites at the elementary level, and at the secondary level the schools have intervention models utilizing the classroom teachers. The intervention teachers get to know the students and their needs throughout the course of the year and will collaborate with the classroom teacher teams to mitigate learning loss, especially for English learners, foster and homeless youth and students with exceptional needs. The interventions will relate to the needs, therefore the type of mitigation will depend on if the learning loss is for instance in the areas of ELA, Math, or ELD.

A variety of assessment types certainly play a central role in measuring and mitigating learning loss. Formative and summative assessments including informal assessments and checks for understanding will be implemented during distance learning as well as when in-person schooling resumes. These assessments in CUSD are standards-based and are derived from the standards and essential standards being taught within units of study. The district uses CAASP interim assessments given by teachers and PLC teams. Data from all of these assessments will inform teachers regarding the areas of struggle for students during the different delivery models. Learning loss mitigation will of course have to look back at learning students were supposed to have learned in the past. Teachers are used to identifying gaps in learning related to current instruction and they do identify learning loss from the past as well, but identifying and mitigating learning loss from an extended period of time where students could not benefit from in-person learning is another level of intervention altogether. Standards-based assessments that gather data from past learning levels for all students will identify what each student needs, including students with additional needs. English learners for instance may need intervention with skills and concepts as well at English language development.

Pupil learning loss during distance learning may very well be exacerbated by student disengagement. This will be far less of an issue when in-person instruction resumes. All efforts of course will be made to engage students during synchronous and asynchronous learning, and staff and resources will be targeted to this effort, however, many factors can contribute to a student being less engaged in distance learning overall than in-person learning. Reengagement plans are in place at every school in the district involving student and parent communication and attendance tracking systems. If students miss 60% of a school week by not participating in either live interaction or assignment completion the engagement plans are implemented. Data will be kept at the site level and analyzed to determine how many students are disengaged, and what changes can be made to have more success with student engagement overall.

MTSS teams will be active at the site level to assist with this process as well. Best practices will be discussed at regular meetings. Data will be collected and analyzed to measure progress and identify effective or ineffective practices over time. PLC teams will share data and strategies for mitigating learning loss. The MTSS teams will share information regarding resources, PD, and opportunities to improve the practices at the site, which could include presenting to the staff how the school is progressing in this area. The District MTSS Team will play

an important role as they are able to collaborate and receive data and input from across school sites. Their role will be to help facilitate reengagement and learning loss efforts district-wide. Program implementation and data analysis and sharing will be part of this facilitation. The team can help share best practices across the district as results prove them effective.

Tiered interventions as a system for mitigating pupil learning loss ties in to all of the above actions/strategies. All students will receive the standards-based instruction, and assessments may show that some students need minimal mitigation, while others need a significant amount. Students may need support in a particular area, such as Math. As Math concepts often build one upon the other, students may have difficulty moving forward in their learning before catching up first. Each site is able to use a tiered model to identify actions and strategies that particular groups of students or individual students need to benefit from. Students with intense need either academically or social-emotionally will receive the most comprehensive interventions from the school site and District Office staff.

PLC practices already in place across the district are integral to all of the efforts above. Teacher teams will share assessments and analyze results together. Action plans coming from the analysis will be key to mitigating pupil learning loss. The teams will be able to modify lessons and units to meet the needs, share and group students when possible, and share the practices and strategies that are yielding the best results. They can call on the staff and resources dedicated to support them. Paraprofessionals assist with individual and small group support. PLC sharing of effective strategies will even occur across grade levels and schools within the district, which can help accelerate learning and growth for all.

Vertical articulation also plays a role in pupil learning loss mitigation. As students have changed grade levels now, learning loss will have occurred in the previous year. Learning that was supposed to have occurred in 2019-2020 may now be the responsibility of the next year's classroom teacher. However, it is the responsibility of the whole school for students to move to the next levels of schooling fully prepared. Schools will need to vertically articulate across grade levels to accurately identify the gaps in learning for students and the kind of support that will effectively fill those gaps. This is also true for the transitions between elementary school and junior high, and junior high and high school. Some of the most difficult gaps to fill will be in those transitions as often 7th and 9th grade can be very challenging transitions anyway in normal times. The learning loss and specific needs of English learners, foster and homeless youth, and low income youth will need particular attention as those students will be at the highest risk of failure during distance learning and in the return to in-person schooling.

## **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 actions and strategies are described in the section above. The two sections have been combined.

## 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 key measurements of effectiveness are mentioned above or in earlier sections of this plan. Every service and support provided to students will be accompanied by a metric or metrics to evaluate effectiveness. Ultimately the measurement of success is going to be the progress of the individual student. What helps one student recover learning may not help another, and vice versa. The practices described above however will lead to targeted efforts that increase the likelihood of all students progressing despite challenging circumstances.

The following is a list of measurements that will accompany the actions mentioned:

Informal and formative assessment results

Summative assessment results

Language acquisition assessments results

CAASP interim assessment results from current and previous years

Data from checks for understanding

Student grades as they relate to standards-based student learning

Student attendance and engagement levels

Student academic progress after reengagement plans are triggered

Student work and learning progress from small group lessons

Data from ELD courses and instruction

Equity-based data measuring the progress of individual or groups of at-risk students and students with exceptional needs

Student academic and social progress as a result of MTSS support and guidance at the site and district levels

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

Description	Total Funds	Contributing
Professional learning is offered related to learning loss mitigation for all students and students with additional needs.	400,000	Yes
Professional learning related to supporting at-risk students, such as English learners and foster and homeless youth.	100,000	Yes
Use of formative and summative assessments including unit and CAASP Interim assessments.	40,000	Yes
Collaboration and data analysis by PLC teams.	50,000	Yes
ELD instruction and mitigation of learning loss for English learners.	100,000	Yes
Tiered intervention for academic and social emotional loss mitigation.	75,000	Yes
MTSS team support, collaboration, and data analysis at the site and district level.	90,000	Yes
Small group instruction conducted by classroom teacher or paraprofessionals.	200,000	Yes
Individual tutoring for students funded by the district.	200,000	Yes
Small group and individual instruction conducted by the site intervention teacher at elementary sites.	150,000	Yes



Description	Total Funds	Contributing
Intervention for students provided by the programs offered at secondary sites.	0	Yes
After school tutoring provided by school district classroom teachers.	100,000	Yes
Implementation of reengagement plans at school sites.	90,000	Yes
Social and emotional supports for students including whole group and small group lessons. This includes support from Student Support Specialists and Student Support Facilitators.	200,000	Yes
Community Liaisons outreach to homeless and foster youth.	200,000	Yes
Summer school sessions were provided to mitigate learning loss during Spring 2020 closure.	1,000,000	Yes
Software programs purchased to support learning loss mitigation.	200,000	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.]

It will be essential for CUSD's robust systems and supports for the mental health and social and emotional well-being of all students and staff to be utilized effectively in response to this crisis. There can be no doubt that the impact of COVID-19 regardless of whether learning is in-person or at a distance will be substantial for many students, and will certainly at least impact all. There will also be students and staff facing significant struggles at this time which adds layers of complication to whatever underlying mental health and social needs and challenges

they may face normally. The LCAP funding movement and the high unduplicated percentage in CUSD has afforded the resources to build out our staff, services and programs in this area especially over the last 7 years, so marshaling these resources to meet the current needs is the focus in the 2020-2021 school year.

All of the actions and services in this area are implemented through a tiered system of support. This system has been in place for several years in CUSD and it drives the district response to mental health and social and emotional needs of students:

#### Multi-Tiered Support System For Mental Health and Social and Emotional Well-Being:

Tier 1 (All): Universal screening is utilized and social-emotional lessons are provided for all students, annual surveys are administered to all staff and professional learning is designed in response to their needs and input, supports and resources for all families are provided at the site level by site level staff.

Tier 2 (Some): Targeted SEL Interventions are implemented through small groups by Student Support Specialists, Social Skills Facilitators, Mentors, MSW-interns, and Associate Counselors. These interventions are targeted to the needs of the referred students.

Tier 3 (Few): Individualized Interventions are implemented for students/families, including 1:1 counseling, family service planning, and home-based student support plans.

Professional Learning: As stated above, Tier 1 professional learning is provided for all teachers in the district, including training on trauma informed practices. At the Tier 1 level these are largely preventative in nature, although some content refers to responses that go beyond Tier 1. The staff and student surveys help to identify areas for more specific trainings at a school site or set of school sites. For example, survey results may show teachers and/or staff would benefit from having more strategies for building relationships with students and families. Professional learning would be developed and provided then on this topic for those teachers and sites. In many cases this PL turns out to be productive and relevant for teachers and staff across the district.

Responding to Trauma: Whether the district staff is responding to COVID-19 related trauma or other sources of trauma that impact our students and families, Tier 3 strategies go into action. The response, relative to the specific situation and what is appropriate, may include connection to resources and staff on campus or at the district office with training in this area (mental health personnel, clinicians, psychologists, counselors, support from classroom teachers, administration and school staff, and partnerships with community agencies such as Community Hospice and Jessica's House which specialize in caring for children and families facing trauma in their lives. Specific PD could be offered to staff and lessons for students as appropriate based on the type and scope of trauma. Mental health staff from around the district assist in facilitating the above actions, and the district at-large considers any other actions and supports that might aid the students and families impacted.

## 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.]

There are multiple core strategies in the district's plans to address pupil engagement and outreach. The clear focus is to identify at the teacher and site level the students who are not attending and or not engaging in distance learning. As students are identified the outreach begins immediately as we assume the longer they remain disengaged, the more difficult it will be to reengage them. The outreach begins at the teacher level as they will know if students are not attending or engaging in daily live interaction and/or are not making progress on or completing their assignments. The teacher will also contact parents right away via the district parent communication system. The specific reason for student disengagement can vary greatly by student and family.

The needs will be assessed and if language is a barrier translation will always be available to facilitate communication between the teacher/school site and the homes. The classroom teachers, school site staff and administration, district office coordinators and directors, mental health and social skills staff will all be utilized in an "all hands on deck" approach to engaging and reengaging students and families. In person communication and meetings can occur with safety precautions in place, as can visits to homes. Telephone and ZOOM meetings will have to be utilized as necessary as well.

Although any significant disengagement from students will trigger outreach from teachers and school site staff, 60% disengagement will officially trigger a tiered response model/reengagement plan. The process is outlined here:

Background: Reengagement Plans are necessary for students that have been absent for three days or 60% of the instructional days in a school week.

A pupil who does not participate in any distance learning on a school day will be noted by the classroom teacher. Daily engagement may include but is not limited to evidence of participation of online activities, completion of regular assignments, completion of assessments, and contact between staff and pupils/parents/guardians.

Once a student has met the threshold for the reengagement plan, the office staff, under the direction of the principal will implement tiered strategies that will include, but aren't limited to:

- 1) Verifying the contact information for each enrolled student.

2) Ensuring that parents/ guardians are set to receive daily notification of absences.

3) Designated school classified staff call each student's family and communicate the importance of engaging in instruction, especially during distance learning, ask for supports that may be put in place to assist families reengage in the learning process, and/or answer any questions that families may have.

#### Tier 1 (School Site) "All Students"

Actions as necessary may include but are not limited to:

- Update Contact Information (cell phone, email, message number)
- Outreach to determine needs
- Daily/Weekly notification to parents/guardians
- Technology support (equipment and connectivity)
- Relationships (connecting families with school site and teachers)

If students continue to not engage in the learning process, other tiered attempts may include a site-based meeting with administration, teacher, and parent to determine pupil need and connection with health, social services (as necessary). Translation is always available for such meetings and all communications.

#### Tier 2 (School Site/Admin) "Some Students" (At two verified absences the teacher completes the Student Re-engagement Team Referral)

Actions as necessary may include but are not limited to:

- Mental Health referral
- Family support
- Psychologist (SIMS)
- Next Step Mentors
- At-risk classification
- Telehealth
- Educational supports (tutoring)

If the above tiered responses are not successful at reengaging students, the District MTSS (via Student Reengagement Team) will follow up to remove any impediments to regular attendance and staying connected in school.

[Tier 3 remediation activates at three (3) site verified absences] A site administrator completes a Student Re-engagement Team Referral.

#### Tier 3 (District MTSS Team) "Few Students"

Actions as necessary may include but are not limited to:

- Case Management

- Psychologist/District Behavior Specialist
- Next Step Mentors
- Meeting held including site administration, classroom teacher, CWA Administrative Assistant and any other relevant personnel given the particular situation.

This tiered system and use of referrals and Reengagement Teams create the structure for timely and effective intervention and reengagement. All involved also understand that the challenges are fluid and changing and that individual student and family needs will vary greatly and be specific to their situation and needs. The flexibility and responsiveness of all staff will be essential as the conditions change and evolve throughout the year. High levels of commitment across the board is present in CUSD when it comes to the crucial and collaborative effort to continually engage and reengage students this school year.

## 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 Child Nutrition Department of Ceres Unified School District will serve breakfast and lunch daily at school sites for all CUSD students. These meals meet all of the nutritional guidelines as they would during a regular school year. The district is approved as a Provision 2 Universal Meals LEA therefore all students are eating meals free of charge at all schools except of Whitmore Charter Schools (the free and reduced student % is not high enough for them to qualify).

With in-person instruction our meal service would happen as it normally would, with safety measures implemented based on whatever the guidance is at that time. The guidance we receive is fluid and will change based on the COVID case counts in Stanislaus County. We have planned for cleaning and sanitizing measures, social distancing, use of face coverings, and minimized social mixing. Also, more of the meal themselves would be bagged so that touching of the actual food surfaces is reduced prior to consumption. The distance learning model requires lunch to be served at sites from 11:30-12:30, a dedicated break from instruction across the district. This is drive-up meal distribution Monday-Friday and lunch and breakfast for the next day is served at the same time.

In our district we have several locations such as rural areas and apartment complexes where it makes sense and supports our families to deliver the food to those locations. Our school buses deliver and serve the food daily to those areas. In summary, plans are in place to serve nutritious meals daily to all students in both in-person and distance learning models.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## 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
33%	38,000,000

### 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 actions below describe the actions taken by school sites and the district office to meet the needs of foster youth, English learners, and low-income students. Many of the supports, programs and staff within the districts annual LCAP are designed specifically to meet the needs of these students and additional actions are being taken during this challenging time.

Additional staff has been hired to communicate weekly with foster youth students to ensure academic success.

All students received at home supplies, however foster youth students receive additional supplies as needed throughout the year. Continual outreach is done to ensure they have the supplies they need to be successful.

Those staff members working directly with foster youth students will monitor the effectiveness of their support throughout the year. Ongoing monitoring of all students will be necessary, but students with additional needs will require more frequent contact if learning loss is to mitigated.

Teachers and support staff will implement learning loss strategies to support foster youth students. This will assist in the timeliness and effectiveness of support plans and actions.

Low income students received home learning supplies as all students did, however, they are able to receive additional supplies through school sites and teachers assist in identifying when these needs arise.

Chromebooks and hotspots are available for families that need them, including low cost internet access options. Low income families have direct and priority access to these devices and services.

Low income students and families have access to free lunch and breakfast meals daily during non-instructional minutes (11:30-12:30). All students in Ceres have access to this option because the district qualifies for Universal Meals, however, the Transportation and Child Nutrition Departments have teamed up to deliver meals to apartment complexes and rural areas of Ceres where many low income students and families reside.

Communications have been streamlined through Parent Square to ensure that all of the critical communications are reaching all families, including low income families. Too many communications platforms were being used with the goal of reaching more families, however, feedback from families and school sites have made it clear that focusing key communications to a single platform helps families know what's important rather than becoming overwhelmed by a constant stream of messages on multiple platforms,

Social emotional and mental health support and health care is provided to low income families during distance learning. All Ceres students in need have access to these services in Ceres Unified, however, students with special or more significant needs will take priority.

Training and informational services are offered to interested parents. CUSD support staff, liaisons and school counselors and administration will connect parents with these opportunities throughout the school year.

Additional staff has been hired to communicate weekly with English learner students to ensure academic success. District teachers and staff strive to communicate effectively with all students, however, additional staff with a focus on bilingual communication is essential to connect with English learners and their families.

Supplemental technology applications have been purchased to support language production (ex. Seesaw).

Professional development is being provided focused on supporting English learners in distance learning. Although distance learning professional development is being offered that supports all students, specific training is provided to support the need of English learners.

Translation capabilities are accessible for use within the Parent Square and ZOOM platforms which have been purchased by the district. Increasing numbers of staff are learning to utilize these capabilities to improve their communication with English learners.

Two MSW (Masters in Social Work) Interns will provide direct services for all students in foster care. This allows individualized family service plans to be created and put into place.



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

The above actions outline the additional services that are currently being provided to support these student subgroups. It is important to note that students in these categories compose over 85% of the student population of the school district, so the many actions within our current LCAP plan and the expenditures within that plan are there to serve these student groups. It is true that the COVID crisis in education is likely to widen the learning and achievement gap between students with additional learning needs as compared to English-only, non-low income students. It is this understanding from years of refining the LCAP plan with the input of all stakeholder groups that led to the additional actions above, but it is likely to be the focus our district has already had on these subgroups that will close the gaps and mitigate the COVID closure related learning loss.

All of our most significant programs and actions need to serve these students and their families if any of them are to be successful. To measure a percentage of increased or improved services for these students would be to add together the impact of nearly all of our LCAP actions and expenditures that surpass \$40,000,000 annually for a 14,000 student school district. To mitigate the learning loss of our students during distance learning, during a hybrid transition, and when they return to in-person schooling at last, will take all of the collective experiences and knowledge of our entire certificated, classified and management staff.