



# 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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Corcoran Joint Unified School District	Rich Merlo Superintendent	rmerlo@corcoranunified.com (559) 992-8888 ext.1224

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

As a result of the COVID-19 pandemic and under the guidance of the Kings County Public Health Department and the Kings County Office of Education, Corcoran Unified School District closed its schools and transitioned to distance learning on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in online instruction, differentiated activities, and lessons on a digital platform.

Progression of learning grade-level content across all subject areas was affected because students were unable to participate with in-person instruction in classrooms during this time. Distance learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas. Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction at home. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19 pandemic. Distance learning also had an impact on students' social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was hard for students and families. Also, distance learning increased the amount of screen time that students faced, which elevated stress for some students and decreased their activity level. All state assessments and local benchmarks were suspended during the Spring of 2019-20, so growth for the the year could not be calculated. Though STAR assessments would be used to gather assessment data to demonstrate student progress or regression at the beginning of the 2020-21 school year.

# Stakeholder Engagement

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

1. The District used the following process for stakeholder input:
  - a) Parent input survey on Thoughtexchange between 5/22-5/29/20 (447 respondents)
  - b) Parent Link survey on 6/5/2020 on Intent to return to school (1157 respondents)-Survey was a phone survey for those who did not have internet access.
  - c) Staff input survey on Distance Learning on Thoughtexchange between 3/31/2020-4/30/2020 (186 respondents)
  - d) Staff input survey on type of schedule for reopening on Thoughtexchange between 5/28/2020-6/4/2020 (178 respondents)
  - e) Staff professional development survey June/August (157 certificated staff respondents)
  - f) Parent Collaborative Task Force Meetings (with Community members) input on 6/25/20; 7/10/20; 7/24/20 (17, 24, and 22 participants in meetings, respectively)
  - g) Student Surveys (Grades 6-8 on 4/2/2020-628 respondents and 4/30/30-340 respondents)
  - h) CTE student meeting: 9/2/2020 (9 students in attendance Grades 8-12)
2. Analyzed survey responses data to determine needs for inclusion into Learning Continuity and Attendance Plan to support students.
3. Conducted meetings with bargaining units, Administrators, teachers, classified staff, DPAC, and DELAC, during which participants were asked to provide questions and comments regarding the Learning Continuity and Attendance Plan and feedback on actions steps.
  - a. CTA meeting dates: 6/25/20; 7/10/20; 7/21/20; 7/27/20; 8/3/20; 8/10/20; 8/28/20
  - b. CSEA meeting dates: 6/25/20; 7/10/20; 7/22/20; 7/24/20; 8/6/20; 8/24/20; 9/10/20
  - c. Administrator dates: 6/9/20; 6/16/20; 6/15/20; 7/27/20; 8/18/20; 9/15/20
  - e. DELAC dates: 8/17/20; 9/21/20
4. Conducted Public Meetings on 9/22/20; 9/29/20

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

Corcoran Unified School District engaged with stakeholders using video conferencing platforms such as Zoom. Links were provided to join the meetings with camera and microphone, or by phone. Meetings were held at various times in order to overcome different barriers and a translator was present at the meeting or the translator feature with Zoom was enabled in order to allow stakeholders of other languages to participate. Office hours were made available prior to the meetings in order to assist any individual who needed assistance learning how to log in or to help troubleshoot the application. During the stakeholder engagement process, parents worked closely with their children to join the meetings.

#### BARGAINING UNITS (Teachers and Classified Staff)

Teachers and staff provided input on Safety procedures for in-person learning; Safety protocols during distance learning; Lunch schedules; Child care; COVID Quarantine; Leaves, Work from home; Staff Development/Wednesdays; Evaluations/Formal Observations; Substitutes; Small student cohorts; Working with students (scheduling); In-person meeting requirements; Wellness Screenings; Professional Dress Code; and Room prep/cleaning.

#### ADMINISTRATOR:

Principals and school administration recommend schedules and procedures for their sites that are in line with the state and CDPH guidelines for safe reopening of schools. They included clear guidelines for social distancing be provided for employees while schools are closed, and for employees and students when schools reopen. Schedules for schools were also recommended by the administration and beginning and end times for distance learning.

#### DELAC:

- \* Health and safety needs to be a focus
- \* Mental health is a key concern: Staff need to support students taking appropriate safety precautions in a loving and caring way
- \* English learner needs must be considered and support provided daily
- \* Keeping students engaged the duration of the school day
- \* Our technology and Wifi must be reliable

The Parent Input survey on ThoughtExchange (5/22/20-5/29/20- 447 respondents)- A ThoughtExchange Survey was conducted (in English and Spanish) which asked parents, to answer a single, open-ended question, "As we begin planning our return to the classroom with social-distancing & safety in mind, our students will most likely need to attend school at different times. How can we create a staggered attendance schedule that best meets the needs of all students & families?" Participants answered the question and then had the opportunity to see the responses from others. In this process, stakeholders were able to rate the responses of others if they agreed with the idea. Through this rating process, the most highly rated ideas were identified. The following were among the top rated answers:

- \* Options for in person learning and distance learning
- \* Children's health should be priority
- \* Staff safety
- \* Smaller classes and if this isn't possible, small group assistance
- \* If in person learning occurs, keeping families at different sites on the same schedule
- \* Accountability for distance learning (students/parents)

The Parent Link survey sent on 6/5/2020 had 1157 respondents. It was conducted in both English and Spanish which asked parents, to answer a two questions, "Would you send your student to school this fall?" and "Would your student be able to come to school this fall without school transportation?" The responses to Question 1 were as follows: Yes: 60%, No: 38%, Other: 2%. The responses to Question 2 were as follows: Yes: 71%, No: 29%, Other: 0%.

Student Surveys sent on 4/2/2020 and 4/30/2020 628 and 340 respondents respectively. The surveys sent to students asked several questions related to the following: internet access; device working; difficulty of work they were receiving; checking in on progress in reading and math; comfort level with Google Classroom, Zoom, and online learning; asked if there was anything the students needed from school/principal; and if there was something they wanted their teachers to know. Some of the responses reflected on the survey were as follows:

- \* WiFi issues: lagging, takes forever, glitches
- \* Most devices were fine but with a few problems reported within the apps (93.8% reported device worked well)
- \* 96.5% of students have internet access at home
- \* Students reported feeling comfortable using Google Classroom.
- \* Students' responses to Zoom were even throughout the scoring scale of 1-9, with a spike at 10 feeling comfortable (22.4%)
- \* Students' responses to online learning were on the low end, with students reporting they are struggling with a score of 1 (19.4%) and a median score of 5 being the second highest (18.5%). 27.9% of students had responses in between.
- \* When asked for what type of help students needed, some of the responses were: with Math, Science; with motivation/staying on track; bring us back to school; let us know what is happening; longer time to complete assignments; be more understanding; more help from teachers.

CTE student meeting held on 9/2/2020 had 9 students presents representing grades 8-12. Students and district administrators sat and had a roundtable discussion about their experiences with Distance Learning. Students discussed how they felt it was going, what supports they needed and how they wanted to return to a physical building or school.

The Staff Input survey on ThoughtExchange (3/31/20-4/30/20- 186 respondents)- A ThoughtExchange Survey was conducted which asked staff, to answer a single, open-ended question, "What do you see as doing well in our schools, and what things do you think we need to focus on to support all students?" Participants answered the question and then had the opportunity to see the responses from others. In this process, stakeholders were able to rate the responses of others if they agreed with the idea. Through this rating process, the most highly rated ideas were identified. The following were among the top rated answers:

- \* Providing one to one devices for students
- \* Continuing the school lunch offering
- \* Time during Wednesday meetings to plan as a team and discuss what is or isn't working
- \* Incorporate fun learning experiences and activities
- \* Staff working together to support a common goal
- \* We have different sources and systems that allow us to effectively and promptly communicate with parents and students

The Staff Input survey on ThoughtExchange (5/28/20-6/04/20- 178 respondents)- A ThoughtExchange Survey was conducted which asked staff, to answer a single, open-ended question, "From your perspective, what type of schedule will best serve our students and staff as we return to school this August with all safeguards in mind?" Participants answered the question and then had the opportunity to see the responses from others. In this process, stakeholders were able to rate the responses of others if they agreed with the idea. Through this rating process, the most highly rated ideas were identified. The following were among the top rated answers:

- \* Ample amounts of supplies (sanitizer, tissues, disinfectants, paper towels at all times)
- \* Virtual staff meetings

- \* Accountability for distance learning (students/parents)
- \* Social Distancing and frequent hand-washing
- \* No field trips until everything goes back to normal
- \* Limit classroom interruptions

The Professional Development Needs survey was given to conducted using Google Forms. It was given to Certificated Staff at the end of June 2020 and then again when they returned in August 2020. Staff reported needing support with digital platforms, distance learning, new Promethean boards, Mental Health and Social Emotional learning, Zoom, the new Math curriculum, online student engagement, and additional SPED training.

The Parent Collaborative task force was essential in the development of the district reopening plan and had input in the development of the Learning Continuity and Attendance Plan. Specific guidelines were developed with their input specific to safety guidelines, school schedules, breakfast and lunch distribution. In addition, instructional programs including both distance learning and in person instructional was vetted.

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

Collaboration is a vital part of the culture in CUSD and the input from the community, staff, families, bargaining units, pupils, administrators, teachers, and other school personnel, is very important to the creation of this plan. The following initiatives were directly related to the aforementioned recommendations:

- The CUSD Board's decision to provide distance learning instruction until safe to reopen based on state and local directives
- Schools will open safely with all the needed supports such as social distancing and protective equipment when practicable and allowed
- Continue to provide devices and increase connectivity to Wi-Fi in order to support distance learning to ensure student success
- CUSD will continue to provide professional development for teachers to ensure their success in the classroom during distance learning
- Expansion of the support for Social Emotional Learning for students through various means
- Provide small group instruction and tutoring for struggling students
- Specialized tools for instruction will be purchased to support Distance Learning (Zoom)
- Continued expansion of the messaging and communication methods to broaden support for the community

# 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.]

The district's detailed reopening plan is available on the district website and is summarized below:

[https://tb2cdn.schoolwebmasters.com/acnt\\_277311/site\\_292030/Documents/School-Reopening-Fall-2020.pdf](https://tb2cdn.schoolwebmasters.com/acnt_277311/site_292030/Documents/School-Reopening-Fall-2020.pdf)

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. Corcoran Unified School District will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes:

The return to in-person instruction will begin with small cohorts of students. Depending on the number of classrooms at each site, class times will be staggered to prevent a large group of students entering or exiting the classroom and campus at the same time. Starting the in-person instruction with small cohorts of students will enable teachers, paraprofessionals, counselors, mental health clinicians and additional support staff to provide more targeted and individualized academic and mental health support. When possible, these services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge.

### MODES OF INSTRUCTION:

- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance learning model and a blended learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.
- The district is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. While students are not doing in-person instruction, a combination of synchronous and asynchronous assignments will be expected.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

### COHORTS:

- To effectively coordinate with Kings County Public Health efforts to conduct contact tracing, students will be placed into cohorts, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county

guidelines will be followed to best ensure the health and safety of students and staff.

- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction.

#### SCHOOL SCHEDULING

- School times will remain similar to previous years, if socially distancing is practical.
- Classroom layouts, movement of students around campuses, and other procedures will change due to physical distancing protocols.
- Students will receive the same standards-aligned instructional program that they received prior to the pandemic and school closures.
- In-class, small group (socially distanced) interventions in ELA and/or math, provided by the classroom teacher during the instructional day.
- Individual and/or small group, after-hours interventions/tutoring, will be conducted either in-person or remotely, will be designed to accelerate learning to mitigate learning loss caused by closures.

#### ALTERNATE SCHOOL SCHEDULE

If needed, an alternate schedule has been vetted, as follows: Students will be divided into 2 Cohorts A & B. Each cohort will attend two days per week to receive in person instruction and participate in asynchronous learning the other 3 days.

#### DETERMINING LEARNING LOSS

At the beginning of the school year, and in regular intervals throughout the year, teachers in each grade level and subject content area will administer pre-tests, diagnostic assessments and/or screeners, to determine students' skill levels and degree of learning loss. With this data, the teachers will design small group instruction/interventions to support students and mitigate learning loss. In elementary school, teachers will meet with small groups daily. In middle and high schools, teachers will meet with small groups daily during class time. Small groups are flexible (with standards addressed and student groups) to meet the needs of various students.

Supplemental services will be offered to identified students with learning loss; services will be provided in alignment with the instructional model in place at that time.

#### SOCIAL EMOTIONAL WELL BEING:

The district's team of counselors, psychologists, and mental health clinicians will provide students with social and emotional support. They will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation. An additional clinician was hired to assist with monitoring and supporting the mental health needs of students as they transition between distance and in-person learning.

#### SAFETY

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

- Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- Face Coverings: Wearing a cloth face covering is required for all CUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Isolation Room: Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and hand washing stations if sink access is insufficient. Proper hygiene practices, such as hand washing, will be put into place and posters will be provided as reminders. Students and staff will be instructed on proper hand hashing and hygiene practices to ensure the safety of those around them.

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

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. CUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so.

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

Description	Total Funds	Contributing
<p>IP 1 Supplies/Materials School Sites/Students School sites are provided with supplies and materials that support in-person learning</p>	137,083	No
<p>IP 2 Clean Safe Learning Environment Cleaning Supplies, Personal PPE</p>	775,000	No
<p>IP 3 Technology Devices for Teacher Instruction Laptop computers/Staff for student instruction</p>	134,155	No
<p>IP 4 Staff to Ensure a Safe, Secure, and Healthy Environment Provide staff to support a safe and secure learning environment, social-emotional supports, mental health services, and ensure student wellness while receiving in person instruction</p>	860,370	Yes
<p>IP 5 Support Staff (Certificated and Classified) Staff to support a rigorous and well-rounded education for students by 1) Reducing classroom sizes at the elementary levels 2) Continuing to provide music and PE at K-5 3) Adding an elective at the middle school 4) Increasing college and career pathways at the high school 5) Providing support for struggling students 6) Providing language development supports for students, and 7) Supporting reading and literacy by providing library assistance and guidance</p>	5,029,286	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.]

Corcoran Unified School District will begin the 2020-2021 school year 100% district learning with a goal of transitioning to in-person instruction as soon it is safe for students to return physically to school. The continuity of a high quality instructional program and delivery model is of paramount importance to all stakeholders. In keeping with the vision and structures put in place during the implementation of our Multi-Tiered System of Supports (MTSS), the district will continue its actions in providing the highest quality instruction and supports for all students, including our at promise students, English learners, Foster Youth, low income, homeless, and students with disabilities. In order to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use for curriculum and instructional resources, the district has developed structured guidelines to begin the year online, and to promote flexibility in transitioning to in-person instruction when it is safe to return.

\* School sites will adhere to the Williams Act requirement and distribute adopted textbooks in each content area as well as district provided devices (as explained in the Access in Devices and Connectivity section) to ensure all students have equal access to adopted materials and curriculum.

\* District designed pacing documents and COVID remediation guides will be utilized to support lesson planning and to ensure essential standards, concepts and content will be taught throughout the course of the year. Academic Coaches will support teachers in short and long term lesson planning based on the pacing and remediation documents.

\* The District has endorsed standardized learning platforms such as Zoom, SeeSaw, Google Classroom and Peardeck, to ensure equitable access to curriculum and adopted materials.

\* School site administrators and teachers were provided with standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent) instructional delivery, with a majority of the minutes to be delivered synchronously. Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.

\* School site administrators and teachers were provided with parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at promise students, including English learners, Foster Youth, homeless, low income students and students with special learning needs.

\* Administrators and grade level teams will analyze student data from all subgroups for the purpose of identifying learning gaps, and planning for instruction and intervention.

\* Administrators will ensure the continuity of high quality instructional delivery through a system of virtual and in-person walk-throughs, and will provide feedback to teachers.

\* Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected during administrative walk-throughs.

All of these actions were specially designed to ensure a smooth transition from our online learning model to an in-person model as soon as safety allows.

## **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.]

Corcoran Unified School District has been a one-to-one district for the past 10 years. Most of our students have been fortunate to take the devices home since sixth grade. With the school's closures, distribution of devices at the lower levels (TK-5) and upgrading obsolete devices has been the focus to support distance learning for students. Families were all provided routers, after being surveyed to determine need, to support their child/rens connectedness to distance learning on a daily basis. All families were offered a router to connect to District WiFi for instruction via survey, fliers, phone calls, newspaper announcements, and social media. Routers were provided to families at registration and Back to School time. This was also another opportunity for the District to ensure all students and families had devices and access to support distance learning. Technology and AP systems were installed at every site to ensure prime teacher access, student access, and connectivity.

Site technology support is available five days a week. Parents and students are able to access any site to receive troubleshooting support. If their device needs is unable to be fixed, it is quickly replaced with another. The same occurs with the router. In unique circumstances where families lived beyond the internet range, the District's technology department will coordinate with KingsNet technology department for support. The support and guidance provided by KingsNet will be implemented in order to ensure student access to internet/WiFi service.

Teachers and academic technology coaches are also onsite to support students with app support. This support is done by scheduling time with the teacher after their instructional time (1:30 pm/1:45pm), if it can wait that long, or by setting up an appointment for assistance through the office during instructional time (8:00am-1:30pm). Students and parents will receive support from someone during the workday in order to keep students connected and to ensure minimal class time is lost.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers provide each student and family with a daily schedule that includes required lessons and activities for each instructional day. Teachers assign student lessons and activities using a learning management system, such as Google Classroom, SeeSaw, and/or Schoology. Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessment. Participation and communication will occur through email, telephone, live video conferencing, and synchronous learning assignments. Weekly engagement records will include student attendance, participation, progress, assignment completion, and the time-value of the assignments. This time-value will be provided through lesson plans and student assignments from each teacher and will include at least 180 daily minutes for TK-K, 230 minutes for grades 1-3, and 240 minutes for grades 4-12. These minutes will be verified by the certificated teacher of record weekly.

Documentation and recording of student progress are accomplished using the district's Student Information System, which includes gradebooks, progress reports, and report cards. All school sites in Corcoran Unified School District have common expectations for the time value of pupil work and participate in professional learning communities to ensure equity and consistency throughout each grade level and/or department.

The Community Contact, paraprofessionals, and teachers will contact each parent or guardian of students who did not engage and participate in any lesson or activity the same/previous day. Site administration supports the Community Contact and other personnel when contact is not made. If students miss 60% of the instructional week and/or are not engaged in all activities for an instructional day on a consistent basis, site administration notifies the community contact and/or the school counselor to deploy additional re-engagement strategies; such as providing resources and supporting family engagement with social services and physical well-being services. Daily attendance is documented in our Student Information System. Individual lesson and activity engagement and participation is documented in the Student Information System for the teacher.

## **Distance Learning Professional Development**

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

Professional development will be provided to all staff which will focus on supporting teaching and learning in the distance learning environment. Site Professional Development will engage teachers in weekly professional development. Google Apps, including Google Classroom, afford teachers the means to provide instructional support, assign coursework, and deliver resources to students in a safe online environment in Grades 4-12. SeeSaw is utilized for this purpose in Grades TK-3. For this reason, professional development will be dedicated by our Academic Technology Coaches to offer a user-friendly, content focused design in a platform that cultivates interconnected, digital teaching and learning opportunities in each of these platforms.

Professional Development will also be offered to teachers and staff to address needs in the utilization of Zoom, Flipgrid, Peardeck and any other platform teachers use on a day to day basis to deliver rigorous distance learning instruction. A key to this professional development is not only how the digital platform works, but to build in strategies to engage students. For instance, Kagan for Distance Learning is a professional development some sites are utilizing for strategies to implement into their instruction through Zoom or their presentations in Peardeck to engage students during their synchronous time together. Staff that have been trained are utilized to provide training to other staff members and to model lessons during their collaboration time or grade level meetings. Teachers are able to request support for apps or devices by submitting a ticket for support through "IncidentIQ." The technology department will address the needs of the staff by forwarding the ticket to a technology specialist for device support or to an Academic Technology Coach for instructional support with the app within one business day.

Teachers will also have regular opportunities to engage in peer-to-peer professional development. Grade level meetings will be a collaborative space, virtual albeit, for staff to work on developing common practices and provide support for one another on common topics such as distance learning best practices, supporting students of concern, implementing interventions on a digital platform, virtual classroom management, and providing support for special groups (English Learners, Special Education, Foster Youth, Homeless). Department meetings at the middle school and high school level would collaborate to implement instructional strategies and to ensure continuity of content amongst their courses. Their work will include but is not limited to working collaboratively to develop quarterly interim mastery assessments, identify resources for supporting student achievement, and problem-solve new challenges as they arise. All teams formed are part of professional learning communities where members come together to better their practice by participating in cycles of collective inquiry to continuously improve student results. Collaboration between general education and Special Education teachers will also occur to ensure all students' needs are being met.

## Staff Roles and Responsibilities

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

### CERTIFICATED EMPLOYEES

All teachers' roles and responsibilities may be different when distance learning is occurring in contrast to when in-person instruction is being conducted. During distance learning, teachers will need to prepare for and conduct live interactions with students each day by phone or Zoom. They also have to prepare asynchronous learning activities for students to complete for the remainder of their daily instructional minutes. Teachers will need to document attendance of students in the morning, assign time values to each synchronous and asynchronous activity daily, and document each student's engagement using the weekly template provided by the District.

Teachers working during school closures, and those implementing Distance Learning after the closures are lifted will attend school meetings and participate in adjunct activities. This includes staff meetings, weekly collaboration meetings, PD sessions, IEP and 504 meetings, Parent Conferences, at-risk conferences, and a virtual Back-to-School Night. These activities may take place remotely or in-person with social distancing.

Teachers will meet with students daily, Monday – Friday. Certificated employees have been asked to engage with students and deliver instruction from a distance. Whether in-person or online, teacher variations of distance learning may include:

- \* Provide multiple lessons in a day, to mirror the in-person grade level instructional day
- \* Direct instruction via online tools
- \* Demonstrate learning activities through the use technology
- \* Engage students in multiple subject areas through applications on district provided devices
- \* Manage student behavior while working through distance learning
- \* Provide social emotional services through online interface to support anxiety and disengagement from the learning process

#### CLASSIFIED STAFF

Corcoran Unified School District and CSEA acknowledge that California Education Code §45101(a) requires that all classified positions have set duties. However, due to the unforeseen and unprecedented impact of COVID-19 on the work environment, CSEA and the District recognize that with training, the unit members serving in some CSEA bargaining unit positions may be required to perform duties not contained within their current job description. Corcoran Unified School District and CSEA further agree that having employees perform duties not currently contained in their job description is a temporary solution to an immediate need that shall only remain in effect for the duration of this Memorandum of Understanding and shall not otherwise be considered a waiver of CSEA's rights to negotiate the transfer of duties as required by law.

Paraprofessional employees have been asked to engage with students and support the delivery of instruction from a distance. Whether in-person or online, paraprofessional variations of distance learning may include:

- \* One-on-one support via online tools
- \* One-on-on support or in small groups when small cohorts of students return to school sites
- \* Phone call support to students
- \* Phone calls to engage or re-engage students
- \* Parent outreach

Yard Duty Supervisors have been asked to engage with students and support in the following ways:

- \* Support student attendance
- \* Phone calls to engage or re-engage students
- \* Parent outreach

### **Supports for Pupils with Unique Needs**

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

#### ENGLISH LEARNERS

All of our core curriculum embeds both integrated and designated English Language Development (ELD) into weekly lessons. EL students receive extra support across the entire school day as they participate in the core instructional programs (Integrated ELD). A period of time is

set aside each day (inperson or distance learning) to provide designated ELD lessons to English learners. Students are grouped by their English Language Development level for these lessons (Designated ELD). Teachers will monitor growth of English Learners as they work toward language proficiency in ELA, Math, other core subject areas, as well as classroom-based assessments.

Classroom teachers are providing support to English Learners through:

- \* Lessons that include instructional strategies that help students understand the content (Integrated ELD)
- \* Continuing Designated ELD services
- \* Small group instruction for English Learners for additional supports
- \* Calling students when work is not being completed
- \* Referring students to support staff to support their needs: navigating apps, logging into their devices, referrals to counselors, referrals to outside services, referring to intervention teachers for support

ELD Teachers in middle school and high school are supporting English Learners with:

- \* Content Classes
- \* Continuing English Language Development
- \* Calling students when work is not being completed
- \* Collaborating with content (core) teachers to support student in all content areas

EL Coordinator/Coach is essential in coordinating resources and support to English Learners by:

- \* Attending weekly meetings with school site teachers
- \* Providing assistance and working with individual teachers to create lessons that are distributed to students on a weekly basis
- \* Providing training to the sites on best practices to support EL students
- \* Monitoring assessment and lesson data to ensure students are receiving adequate services

## SUPPORT FOR STUDENTS WITH EXCEPTIONAL NEEDS

Students with disabilities will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs or 504 plans. All special education students will complete diagnostic assessments in the beginning of the school year to determine present levels. Students' days will consist of both a synchronous, live interaction with special education teachers and service providers, as well as asynchronous time when students may be working on individualized instruction in research-based programs. Special education teachers will work collaboratively with core content teachers and related service providers via a virtual platform to accommodate and/or adapt lessons to meet the needs of each student's Individualized Educational Program (IEP) in a traditional, blended, or distance learning environment, and ensure that lessons, activities, and safety and preventative measures are appropriate as documented in the student's IEP or 504 plan.

Listed below are details of the IEP service delivery:

- \* Related Services will be delivered as stated on each student's IEP. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, and Counseling and Physical Therapy.

- \* During distance learning, the service minutes of Resource Specialist Providers (RSP) will be adjusted to a percent of the minimum instructional minutes required for each grade.
- \* During the blended model, Resource Specialist Providers (RSP) shall meet virtually to the greatest extent possible and utilize digital options to collaborate on a student's IEP in the COVID-19 environment.
- \* During distance learning, Special Day Class teachers will be providing the minimum instructional minutes required for each grade level.
- \* During the blended model, SDC students will receive their related services during the asynchronous portion of the school day.

#### HOMELESS STUDENTS AND FOSTER YOUTH

Our Foster/Homeless Youth Liaison will work with school sites to support foster students, as well as students experiencing homelessness. Administrators and Community Contacts receive yearly training on identifying and supporting students experiencing trauma, including homelessness and out of home placement (foster or living with other family or friends). The Foster/Homeless Youth Liaison works with Child Welfare Services (CWS) to address any concerns or disparities for foster children. Teachers and caregivers collaborate to ensure that each student receives the resources they need. CWS is contracting with a community agency to support families in engaging in school with wrap around services. These services are available for students in foster or kinship care, or experiencing, or at risk of, homelessness. The District Parent Liaison, Community Contacts, and counselors coordinate referrals for resources that families need. Parental and caregiver support resources are identified and offered to students. The District Parent Liaison coordinates and connects families experiencing homelessness with the community groups and agencies that help provide shelter, food, job opportunities, child-care and other resources as needed.

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

Description	Total Funds	Contributing
DL 1 Equitable access to Distance Learning via Technology To accommodate and ensure students and staff are able to access core instruction at home, the District increased its internet bandwidth, expanded Access Points at all sites to support internet bandwidth, provided devices for distance learning, allowed accessibility to digital content to support instruction, provided support staff to ensure the devices were well maintained, in good working order, and to ensure connectivity to the extent possible.	3,893,621	Yes
DL 2 Supplies/Materials School Sites/Students School sites are provided with supplies and materials that support distant learning.	1,269,014	No

## 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.]

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the return to school, including the prioritization of English language arts/English language development and mathematics both in first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in a online learning model. Through the continued implementation and refinement of Multi-tiered system of support (MTSS) site and district leaders have designed a comprehensive system to identify students' learning gaps in English language arts/English Language Development and mathematics and building intervention systems to further mitigate and address gaps in learning and focus on accelerating learning during the 2020-21 school year so students meet or exceed grade level expectations.

- \* CUSD uses Imagine Math, Accelerated Math, Interim Assessments through School City, Imagine Learning, STAR Reading and aligned its monitoring tools, to our cycle of “plan do study act” over the course of the school year. All students in grades TK-12 will be assessed three times annually in the areas of ELA and Math using the various programs listed above.
- \* Teachers will continue to use frequent formative assessments, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring. These assessments will be given every 4-6 weeks.
- \* In addition to assessments, the Imagine Learning/Imagine Math programs include individualized online intervention learning paths and lessons for both reading and math. All students, including at-risk students, English learners, foster youth, low income, homeless and students with special needs, will engage weekly in the recommended number of minutes to maximize the program’s effectiveness. Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.
- \* CUSD will continue to utilize existing assessments conducive to remote administration such as STAR Reading for the purpose of monitoring growth in reading comprehension using Lexiles and Educational Software for Guiding Instruction (ESGI) to measure and progress monitor foundational literacy skills in TK and K. These assessments will be given 3 times a year (beginning, middle, and end).
- \* All administrators and teachers will receive professional development on the effective use of the STAR assessment platform including the administration of assessments, the analysis of the results, and planning for targeted intervention and differentiated instruction.
- \* School sites were provided with a calendar which includes a dedicated time for grade level teams to work collaboratively to analyze assessment results and plan for interventions.
- \* District and site administrators will monitor both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics. This will be done three times a year and reported on the District's Annual Data Sheet.
- \* Curriculum embedded assessments to measure progress in ELD is in place through the district wide use of the ELA/ELD adoptions, including through the specialized ELD intervention program, iLit EL at our middle and 4-8 schools, based on LTEL needs. These assessments will be given at the end of each unit.

\* All teachers and administrators will receive designated and integrated ELD resources and professional development to conduct ongoing formative assessment and observations of student English language learning. A monthly meeting will be held to disseminate this information and to review formative assessment and observation data gathered for the previous month.

## **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.]

All students must have access to supports and resources to help them achieve their academic goals. Processes at the school and district level address learning loss, including strategies differentiated for EL, low-income, foster youth, students with exceptional needs and students experiencing homelessness. Our Return to School Task Group recommendations, teacher and classified staff MOUs and Parent/Student Guidelines are designated to support the implementation of SB 98 to ensure all students receive the support they need to meet challenging state standards and social-emotional supports, based on need, so it is equitable for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support will be provided to unduplicated students as described below.

### **English Learner Student Supports:**

- \* Dedicated resources to support English learners to engage meaningfully during synchronous and asynchronous instruction and provide professional development for teachers.
- \* The District English Learner Coordinator will assist in identify at-risk English learners and work with site administrators and teachers to identify appropriate ELD instructional strategies to deliver iLit EL intervention program at the middle schools and select elementary schools will be implemented in order to support Long Term English Learners (LTELs).
- \* Rosetta Stone, Ellevation Strategies, and other supplemental materials will be used to support and enhance language development skills.

### **Special Education Student Supports:**

- \* IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations.
- \* SPED teachers, Service Providers, and Psychologists will collaborate with General Education staff to remediate learning loss.
- \* Upcoming assessments will take into consideration the baseline in English Language Arts, English Language Development, and Mathematics to identify deficit areas, develop appropriate goals and objectives, and measure any potential learning loss for each student.

### **Student Engagement and Attendance:**

- \* The District will work collaboratively with each school site to track and monitor student engagement and attendance using a tiered intervention system that determines the severity of circumstances for English Learner, low income, foster youth, students with exceptional needs and students experiencing homelessness.
- \* Teachers will be the first point of contact with the school's administrative team to determine what barriers exist for a student that is affecting their attendance and engagement in synchronous/asynchronous learning.

\* School attendance clerks, community contacts, site secretaries, learning directors, and other repurposed staff are instrumental in verifying why a student has not reported to their remote classroom. Once a student misses 60% of weekly attendance, they will be immediately referred to the administrative team for review and intervention.

\* Early intervention is critical for these students, since conditions at home may be unstable and due to the pandemic. Interventions may be delivered at a distance without one-to-one contact, which traditionally has more impact. School sites will generate, by the second week of school, a list of students who had limited contact last spring to determine if students within these identified groups are still enrolled and are exhibiting behaviors that are causing poor attendance and engagement patterns, which impact learning.

Students and Families Experiencing Homelessness, Low Income, and Foster Youth may access the following in order to address barriers which may result in learning loss:

\* Community Contacts and Site Support Staff will provide services for students and families experiencing in need to include, but not be limited to, housing referrals, access to food banks, clothing, shoes and other basic needs.

\* In addition, once an in-person learning model begins, additional transportation support will be provided to homeless families, as needed.

\* Also, identified students can attend the afterschool program for additional support or engage in online tutoring sessions, as needed.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The effectiveness of the implemented pupil learning loss strategies will be measured through STAR Reading assessments, common formative assessments throughout the school year and teachers' evaluation of student progress. Staff will engage in regular cycles of data analysis and inquiry to review assessment data and respond accordingly to address students' academic and social-emotional needs.

English Learner Student Support:

\* School-wide Plans for Student Achievement (SPSA) for all schools will be reviewed for identifying learning gaps of student groups per the 2019 California Schools Dashboard and aligning resources and programs to ensure academic success in ELA/ELD and math.

\* ELlevation platform will be used to identify individual English learner students, analyze data in PLCs and plan for English Language Development (ELD).

\* Curriculum embedded assessments in iLit (intervention for LTELs at the Middle School) will help measure their progress in reading.

\* Schools will meet with the English Learner Advisory Committee (ELAC) to evaluate the effectiveness of their EL program and conduct EL parent needs assessment in identifying ways for parents to support their child.

\* Reports will be sent to school administrators that identify English learners not making progress.

\* Redesignated English Proficient students will be monitored to identify whether adequate progress is being made or if interventions are needed.

\* Close monitoring of Reading Inventory levels of English learners in grades K-8, who are progressing towards reclassification, will be conducted.

Special Education Student Supports:

\* Monitoring Present Levels of Performance.

- \* Monitoring progress on the achievement of IEP goals.
- \* SPED staff will collaborate with General Education staff.
- \* SPED staff will communicate with parents about student progress.
- \* Triennial assessments, and informal and district assessments will be used to inform instruction.

Foster Youth, Homeless, Low Income:

- \* Review attendance from previous school year of identified student groups (before school closures).
- \* Determine attendance and learning progress goals as part of a student’s intervention strategy.
- \* Assess and determine the appropriateness and effectiveness of each intervention implemented for possible reconsideration of strategies, based on identified barriers .
- \* Frequent contact with teacher for updates on student’s progress using the Weekly Engagement Record for the class.
- \* Social-Emotional Supports, including Trauma Informed Care will be provided.
- \* Staff observation during daily class check in and self-rating of emotions, student engagement and participation will be conducted and staff will be trained to identify students in crisis.
- \* Data collection through a preliminary and post survey to determine social-emotional growth after engagement in social-emotional learning.

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

Description	Total Funds	Contributing
PLL 1 Supplies/Materials School Sites/Students School sites are provided with supplies and materials that support learning loss mitigation, mental health support, social-emotional support, pupil engagement and attendance, and incentives/awards that support PBIS	613,007	Yes

## Mental Health and Social and Emotional Well-Being

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

The District acknowledges the need to support the mental health and social and emotional well-being of pupils and staff during this school year. Social and emotional support will be provided first and foremost by the classroom teacher, with teachers being provided professional

development in social and emotional learning (SEL) practices connected to the PBIS framework during distance learning. The district's school counselors, school psychologists, and mental health clinicians were provided professional development regarding trauma informed learning and practices as well as suicide prevention strategies to help students build appropriate coping strategies. Students in need of additional support will have the ability to make a self-referral to access school counselors, psychologists, a mental health clinicians and/or outside agencies. These supports will be provided remotely. Although school sites are not fully open, essential mental health services continue to be available through each school and the district with staff being available by phone and/or video conferencing. If a parent is concerned about how their child is emotionally responding to COVID-19 or other issues, they are encouraged to contact their school or district for support.

The district is implementing the PBIS framework at each of its schools. PBIS is an evidence-based three-tiered framework used to improve and integrate all of the data systems and practices affecting student outcomes. Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. These universal supports are provided to all students, schoolwide. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. The school sites are implementing a SEL curriculum: Second Step. This curriculum is commonly used for Tier 2 and 3 supports and teaches critical skills students need to thrive in the classroom and in real life.

During distance learning, positive reinforcement will be provided by each teacher and paraprofessional interacting with students online. Additionally, counselors will be available to attend live instructional sessions to look for alarming behaviors that would warrant a follow-up for social-emotional support services. Wellness checks for students will continue to be provided by the district. CUSD partners with Kings County Mental Health, Kings Behavioral Health, and other outside resources in which families and students may be referred to in order to provide more intensive mental health services. School-based student support services staff, administration and a resource officer are available to make home visits as well to ensure students are engaging in their daily lessons and also are safe in their home environments.

At any time, the school counselors are available to help students and/or families in crisis situations. Students experiencing such situations are referred to the school counselor by their teacher, administration, or parents.

During distance learning, school counselors, mental health clinicians, and district counselors meet with students in small groups and one-on-one to provide social skills instruction, counseling services, and conflict resolution between students. These meetings may be conducted via video conferencing or by phone, as well. They also coordinate educational services within the district and the staff.

Mental Health Clinicians and Interns will engage in virtual classroom visits and/or develop curricula to implement during set aside time or advisory periods to address topics such as stress, anxiety, meditation, trauma, coping strategies, and mindfulness.

Our Mental Health and School Counseling teams will provide training and support to all general education and specialized teaching and support staff on mindfulness, social and emotional learning, and mental health into lessons and approaches in the classrooms.

All members and staff employed by the District will help to monitor and provide direct services to homeless students, foster youth, and students experiencing trauma and other impacts of COVID-19 on the school community. The Parent Liaison will help coordinate district services and will support the family by providing resources or directing them to resources within the community.

## Pupil and Family Engagement and Outreach

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

CUSD recognizes the importance of attendance and engagement in school. We believe this is true regardless of what school look like. Not only do we want students to be present or logged into their class, but we want to see them interacting, thinking, and connecting. Using the District's Distance Learning Plan and taking into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Assembly Bill 77 and Senate Bill 98, we have created a plan to monitor student attendance and engagement and provide support to students, families, and school sites as needed. In order to be successful, teachers, administrators, and staff across the district all have shared responsibility in the engagement of all students. Therefore, we will all work together to engage students and families during this unprecedented time.

These tiered re-engagement strategies will include:

Tier 1: Students who attend school regularly

- \* Sites maintain positive relationships with families, a positive school climate, and clear and consistent communication between school and families
- \* Community contacts at each school are able to translate for Spanish-speaking families
- \* Site staff initiate contact to student and/or family through phone calls and emails
- \* Participation in online activities and lessons are monitored for completion
- \* Engagement is documented and discussed with students and families, when necessary, in order to increase online participation and completion of activities and/or lessons

Tier 2: Students who attend/engage at a moderate level

- \* After 3 days of no contact (with parents or students) and/or no work turned in by the student, site administration may request that office staff generate student attendance and engagement information and conduct a home visit
- \* Identify barriers that may be preventing the student from attending/participating
- \* Provide assistance to the student and/or parent with identified barriers (i.e. how/where to post assignments, how to submit, wifi connection, router not working, place to study, etc.)

\* A referral will be recommended to the Student Engagement Lab in order to ensure student/s are participating in class and completing assignments

Tier 3: Student who attends 60% or less

\* After 6 days of inactivity and/or no communication, site staff may conduct another home visit and request a Student Attendance Review Team (SART) conference.

\* An Action Plan is created with student and family

\* Identify added services: Counseling, interventions, medical services, referrals to outside agencies

\* Identify a weekly communication system with student and/or parent to keep the student engaged

\* A referral will be strongly recommended to the Student Engagement Lab in order to ensure student/s are participating in class and completing assignments

\* If the student violates the SART contract, the student will be referred to the Student Attendance Review Board (SARB) for further review and action

Tier 4: Unreachable students: No contact or engagement

\* After 9 days of inactivity and/or no communication, office staff will collaborate with the Resource Officer for a wellness check of the student and family.

\* The office staff will evaluate the student's attendance to this point and consider starting the SARB process. When a student is a habitual truant, or is irregular in attendance at school, the student may be referred to a school attendance review board (SARB) pursuant to EC Section 48263. The student may also be referred to a probation officer or district attorney mediation program pursuant to EC Section 48263.5.

School staff will assist with translation services as needed for parent contacts. All communications sent home are provided in both English and Spanish.

## 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.]

Corcoran Unified School District will be providing both breakfast and lunch for students when distance learning starts on August 12, 2020. We will continue to do so when in-person instruction begins. Service and delivery methods will be modified to avoid large groups and to ensure all health and safety protocols are followed.

During Distance Learning:

A touchless system will be employed for entry of student meal account. Lunch will be offered using a drive-through/walk-up method at Bret Harte, John C. Fremont, and Mark Twain School's according to an established schedule (1:30-2:30 pm). Meals will be provided for all students enrolled at Corcoran Unified School District. Lunch will be provided for the afternoon and breakfast for the next day will also be provided. Students or parents are able to give their names to the cafeteria worker assigned to enter that data into the touchless system. The cafeteria workers will monitor the distribution of meals, and will conduct outreach to families to ensure barriers are not preventing students from receiving a nutritious meal. Meals may be delivered to students who are experiencing homelessness, or who may not have transportation due to certain medical/physical conditions.

#### When In-Person School Resumes:

When social distancing restrictions are active, lunch will be modified to a partial outside, partial in-classroom model to avoid large groupings and mixing of students. Classes/Grades designated for outside eating will be escorted to the lunch tables or other areas of the campus to be seated in designated locations to keep 6 feet of distance between cohort groups. Classes/Grades designated for inside eating will eat in their classrooms. Students will eat for 30 minutes while their teacher's are given a 30-minute duty free lunch period. Yard Supervisors and paraprofessionals will provide supervision during the time teachers are at lunch. Students will be released to obtain their meal on a staggered schedule. Meals can be obtained from all school site cafeterias, or from mobile carts located at multiple locations on middle school or high school campus'. When feasible, additional lunch periods will be added to reduce the number of students out of classrooms at any one time. When a teacher returns to their class after lunch, they will take students outside to a location designated/reserved for their cohort group for play.

When all restrictions are lifted and students return to school, lunch will be served from the cafeteria/mobile stations. The following general procedures will apply to all meal periods:

- \* Students will be served on a staggered basis
- \* Lines will be marked for 6-foot distancing
- \* Dining in the cafeteria will be limited, use of outdoor spaces will be available
- \* Meals will be served individually bagged
- \* There will be no sharing of condiments and utensils
- \* Breakfast will be "take home" for next day
- \* Food service workers will wear appropriate personal protective equipment including mask and disposable gloves
- \* Sneeze guards will be in place

Due to our high rate of students eligible for free/reduced meals (92.7%), the District participates in the Community Eligibility Provision (CEP) which allows all K-12 students access to meals at no cost. Meals will be provided for all students when in-person instruction resumes and will continue to do so during distance learning.

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

Section	Description	Total Funds	Contributing
School Nutrition	AA 1 Food Service: Refrigerators & Freezer for additional storage of to-go student meals.	60,000	No
Pupil Engagement and Outreach	AA 2 Pupil Engagement and Outreach: District Parent Liaison and District Secretary Used to assist in translating at the District Office and to provide support to students, families, and school sites for the purposes of reengagement, communication, or coordination of resources or services in the district/community.	133,517	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.36%	\$9,766,270

### 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.]

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 7.3% of students who are not foster youth, English learners, or low-income students. Leading indicators are monitored and reported internally to ensure the focus and determination of effectiveness remains centered on outcomes for foster youth, English learners, and low-income students.

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention. The needs of these student groups were considered based on the baseline gaps identified before the impact of COVID-19 on their learning and well-being. Parents, teachers, and staff recognize a need for a comprehensive system-based approach to ensure equity and access to learning is maintained. Teachers and school staff along with administrators are monitoring learning in both in-person (when school resumes) and distance learning models. The digital divide was made apparent during the end of the 2019-2020 school year. The district invested heavily to ensure each student has an appropriate device/internet in order to access instruction. A particular emphasis is made for our students most at-risk to reach grade-level proficiency. The following actions are principally directed and effective in increasing performance for foster youth, English learners, and low-income students and are intended to meet the needs of students in response to the COVID-19 pandemic:

IP 4 Staff to Ensure a Safe, Secure, and Healthy Environment: Reviews of discipline data and participation in mental health services indicate the need to maintain or increase Positive Behavior Intervention & Support (PBIS) and Social Emotional Learning (SEL) staff, programs, and resources to improve the climate and culture of schools and ensure students mental health is tended to in addition to academic progress. Unduplicated pupils have COVID-19 related needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Unduplicated Pupils may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. The services provided here for unduplicated pupils are designed to decrease behavior incidents (thereby lowering suspensions) and to increase school attendance. This will be measured for effectiveness based on data from surveys, walkthroughs and observations that reflect student discipline data and/or school climate.

IP 5 Support Staff (Certificated and Classified)

Staff to support a rigorous and well-rounded education for students by:

1) Reducing classroom sizes at the elementary levels: Reviews of student participation and performance as a result of COVID-19 in which foster youth, English learners, and low-income students participated and performed at lower levels, as well as, responses from surveys in which teachers and parents indicated the need to maintain class size reduction to maximize teachers' effectiveness in meeting the needs of these groups of students. Providing smaller class sizes provides unduplicated pupils with an increased amount of time with their teacher in

small group or one-on-one instruction thus increasing services and mitigating learning loss. Providing smaller class sizes also allows for social distancing due to the COVID-19 pandemic. District trimester assessments (reading, writing, math) will be used to measure the effectiveness of this action.

2) Continuing to provide music and PE at K-5: Review of student participation and performance as a result of COVID 19 in which foster youth, low-income, and English learner students participated and performed at lower levels, the activities and courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school are listed under this service. The ongoing school closures due to COVID-19 have deprived unduplicated pupils from the experiences in music and physical education they would have had in school. Providing students from low-income families with these activities and/or courses of study ensures that a lack of resources does not prevent them from receiving important components of a broad educational program. Data from the California School Dashboard indicate that low-income students, English learners, and foster youth performed below “All Students” in both ELA and Math. Upon return to school the design, methods, and locations of these services will be provided to unduplicated pupils in ways that allow for social distancing until the pandemic subsides. Attendance and participation will be used to measure the effectiveness of this action.

3) Adding an elective at the middle school: Review of student participation and performance during the spring school closures as a result of COVID-19 in which foster youth, low-income, and English learner students participated and performed at lower levels, the activities and courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school are listed under this service. This action will be measured for effectiveness based on data from surveys, walkthroughs and observations that reflect materials in classrooms which are integrated into lessons to improve student achievement through hands on STEM enrichment activities, and/or grade level benchmark assessments.

4) Increasing college and career pathways at the high school: Reviews of student performance during school closures as a result of COVID-19 and college going rates during the past five years in which foster youth, English learners, and low-income students who participate in the CTE or a career pathway outperform their peers indicates the need to maintain a strong CTE or career pathways with evidence-based strategies to support the needs of these groups of students. This action will be measured for effectiveness based on the data from student enrollment rosters, walk-throughs, observations and student formative assessments along with monitoring site Master Schedules.

5) Providing support for struggling students: Reviews of student participation and performance during the spring school closures as a result of COVID-19 in which foster youth, low-income, and English learner students participated and performed at lower levels, as well as, responses from surveys in which families indicated the need for additional support demonstrates the need to continue to develop and refine monitoring and supports for our unduplicated students. In response to the COVID-19 pandemic, unduplicated students experiencing loss will be provided with additional instructional support including instruction after regular school hours. This additional support may be provided to unduplicated students one-on-one or in small groups. This instruction may be provided via distance learning methods, or, when cleared to do so by state officials, through in-person meetings. This action will be measured for effectiveness based on data showing an increase in student proficiency in reading/language arts and math assessments during six-week sessions.

6) Providing language development supports for students: The need to continue to support all levels of English Learner students in attaining proficiency in English by maintaining English Learner support services staff, programs, and resources is demonstrated by the decrease in reclassifying English learner students at a rate (9.5%) compared to State levels (13.8%) and County (11.9%). Providing the teachers of

English learners with training that includes content area knowledge and pedagogy, strategies for supporting English learners, strategies for providing language supports in all content areas (Integrated ELD), and in providing designated English language development instruction for EL students ensures that these students receive instruction targeted to their specific needs in order to help mitigate the learning loss due to COVID-19 related school closures. This action will be measured for effectiveness based on data from ELPAC Summative assessments.

7) Supporting reading and literacy by providing library assistance and guidance: Reviews of student performance during the spring school closures due to COVID-19 in which foster youth, English learners, and low-income students performed at lower levels indicates the need to maintain literacy systems and access to books and additional resources to read or gather materials to be successful in order to mitigate the learning loss.

Unduplicated pupils may not have access to books, periodicals, or other literary materials at the same levels as more affluent students. School libraries that are open and fully staffed during school hours provide unduplicated pupils with increased access to books, periodicals, electronic educational media, and other resources at school and at home. By providing library systems during the COVID-19 pandemic, when schools and public libraries may be closed, it provides students with increased and improved access to the instructional program. This action will be measured for effectiveness by using STAR assessments scores to determine growth and/or other district language arts assessments.

DL 1 Equitable access to Distance Learning via Technology: Reviews of student participation during the spring school closures due to COVID-19 in which foster youth, English learners, and low-income students participated at lower rates, as well as, responses from surveys indicating a continued need for technology access and support for these students demonstrates the need to continue to maintain, modernize, programs, and resources including student and staff computing devices and supporting resources, like Zoom, to improve teachers' effectiveness in all models of instructional delivery, ensure access to materials, and increase the educational time outside of school to meet the needs of foster youth, English learners, and low-income students. Unduplicated pupils may not have access to technology that allows them to access the instructional program from home during the COVID-19 pandemic related school closures. Providing unduplicated pupils with increased access to technological resources is intended to meet the needs of the students in response to the COVID-19 pandemic. This will be measured for effectiveness based on data from log sheets and continuous monitoring of devices to ensure all technology devices are in working order and updates for devices are maintained throughout the school year.

PLL 1 Supplies/Materials School Sites/Students: Review of student performance during the spring school closures due to COVID-19 in which foster youth, English learners, and low-income students participated at lower rates, as well as, responses from surveys and other feedback collections in which families, staff, and students indicate the need to continue to provide incentives to students in order to hold students accountable for distance learning and to create a safe and respectful culture "on campus." Since students are working remotely because of COVID-19 related school closures, there is a need to increase student academic performance and accountability. The use of the monies is determined by the School Site Councils based on student achievement data and survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA). This action will be measured for effectiveness based on data from surveys and student discipline data.

AA2 Pupil Engagement and Outreach: District Parent Liaison and District Secretary: Approximately 40.9% of families having a primary language other than English indicates the need to maintain Bilingual staff to engage with all families, especially those of English Learner students. The need for frequent, meaningful, reliable, supportive, and/or technical communication with families is more important than ever during the COVID-19 pandemic and related school closures. Families of English learners have greater needs for communication with their school. These families may experience barriers to communicating with the school due to the language barrier. This action will be measured for effectiveness based on data from District English Learner Advisory Committee meetings which are held 5 times a year, English Learner Advisory Committee meetings and various other site meetings.

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

Demographics of the district indicate that our unduplicated students constitute 92.7% of the student population. All district goals are designed to meet the needs, conditions, and circumstances of these targeted students. By implementing districtwide goals and districtwide programs to close the achievement gap for these students, our remaining 7.3% of students automatically receive similar key programs. We have worked to provide increased and improved services to our highest need students as the challenges and impact of the pandemic have widened achievement and access gaps for our student population. Actions that were implemented in previous years have been analyzed and quality improvements have been made based on the identified needs of our students and stakeholder input. The targeted funds will be used in various ways, including the following activities. The district will continue to provide professional development that trains staff in how to use technology. Additional professional development opportunities will continue to focus on the needs of English learners and struggling students throughout the year. The district will maintain additional staff including crossing guards at each site to ensure the safety of all students to and from school if in-person instruction becomes permissible. Parent Link and Aeries Software will be used by the District to effectively communicate to parents about upcoming events, meetings, updates to school plans, safety information, and student performance. Each of our schools operate under Schoolwide Title 1 programs, ensuring services are delivered to the unduplicated student population.