

Learning Continuity and Attendance Plan (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
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General Information

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

Cutler and Orosi are two unincorporated rural communities located in Tulare County, with a combined population of 13,770 as per the 2010 census. Cutler-Orosi Joint Unified School District serves the students of both townships, including families of East Orosi and Yettem. According to the most recent Census Reporter, 87% of the Cutler-Orosi population are Hispanics and 30% of the population is living below the poverty line. Cutler-Orosi Joint Unified School District (COJUSD) serves over 4,100 students in preschool and grades TK-12th grade. Approximately 96% of students are classified as socio-economically disadvantaged due to high poverty rates in the community. Agriculture is the primary industry in the area. Over 50% of the families served by the District work in agriculture-related jobs. The majority of the community is comprised of Hispanic farmworkers.

COVID-19 has impacted students and families in the Cutler-Orosi communities in a variety of ways. Since Tulare County is on the state monitoring list for COVID-19 infection cases, COJUSD is only able to provide Distance Learning Instruction. The families in both communities have faced a tremendous amount of stress, as they rely on the school system for childcare and supervision along with nutritional meals. Since many of the families work in agriculture-related jobs, they do not have the opportunity to use “vacation days” to address childcare needs, as they do not get paid if they do not work. This has resulted in having young school aged children alone with older siblings. Many of the families have expressed their financial hardship by seeking assistance and resources from the Cutler-Orosi JUSD Family Education Center (FEC). Families have shared that having students at home has added a financial hardship to their cost of living expenses. Utility bills have increased, as students are home using more electricity. Families have also shared the need to purchase more groceries, as students are home more and consuming more food. Parents are struggling to make ends meet. The COVID-19 cases continue to rise in Tulare County and Cutler-Orosi doesn’t fall short of this crisis. Families have been struggling to stay safe of COVID-19, some families sought assistance at the FEC and expressed they could not afford to purchase face masks or shields, cleaning supplies or laundry detergent to keep safe of COVID-19. Through the United Way donations, the FEC was able to provide care packages of cleaning supplies to the families in need but the need outweighed the supply and many families did not receive a package. These concerns paired with isolation have caused an increase in demand for mental health and social-emotional support services.

The impact of the pandemic has affected the District in major ways. The District has planned for all methods of instruction: in-person, hybrid and distance learning. Each plan has been designed to easily pivot into a different method of instruction in response to the Governor’s mandates and directives or COVID-19 status. The planning entailed collaboration with the bargaining unit to ensure all

stakeholders were in agreement. In addition, providing connectivity to all was another challenge the district had to overcome. Since few parents in the District have access to high speed internet and technological devices due to the remote location of the community, the district purchased towers. The district faced a short time frame to ensure the installation and accessibility was ready by the start of school. Although the District has a plan to secure connectivity for all students, both online and paper instruction are available. Due to the demographics of the community served, COJUSD provided additional technical support and guidance to families in need. In addition to the increased demand of basic needs (food, childcare,connectivity), families feel ill equipped to support students with instruction. The District has also begun to plan for small learning hubs offering in-person support as needed. The District awaits State guidance to begin implementation.

Stakeholder Engagement

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

Cutler-Orosi Joint Unified conducted a multitude of stakeholder engagement opportunities. In May 2020, the District conducted a parent/student technology device and connectivity survey. All school sites took inventory of technological and connectivity needs. The District interviewed local daycare providers to inquire about internet access and the willingness to support the District learning program. Results were used to purchase required technology for the opening of the 2020-20201 school year.

In June of 2020, the District surveyed parents/guardians and teachers to evaluate the effectiveness of the Spring Distance Learning program. Parents and teachers alike, indicated a need for face to face interaction and a daily schedule for instruction. In addition to the survey, the District conducted two parent/guardian input forums in both English and Spanish to seek stakeholder input on Distance Learning and In-Person Learning Programs. Input from the forums was taken into consideration in the development of schedules.

In August of 2020, the District planned a variety of stakeholder forums to seek input regarding the Learning Continuity and Attendance Plan. The District published a COJUSD newspaper publicizing the forum dates, times, and locations (offering both in person or through remote participation).

Forums Dates:

Parents: August 18, 20, and 25

Students: August 25 and September 2

Bargaining Units- Certificated/Classified: August 27

Governing Board: September 3

The Learning Continuity and Attendance Plan Draft was shared with the public during a Public Hearing at the Board Meeting on September 10th. In addition, the draft was shared with various parent advisory committees, allowing stakeholders to provide written comments regarding the LCP's services/actions and expenditures.

School Site Councils and English Learner Advisory Committee Meetings:

Cutler School

School Site Council: September 8
English Learner Advisory Committee: September 8

Golden Valley School

School Site Council: September 10
English Learner Advisory Committee: September 10

Palm School

School Site Council: September 14
English Learner Advisory Committee: September 14

El Monte School

School Site Council: September 10
English Learner Advisory Committee: September 15

Orosi High School

School Site Council: September 15
English Learner Advisory Committee: September 15

Alternative Schools

School Site Council: September 11
English Learner Advisory Committee: September 11

District Advisory Committee: September 8
District English Learner Advisory Committee: September 8

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

Stakeholders were provided the option to participate in public meetings and hearings both remotely and in-person. All input sessions were hosted virtually with a pre-registration option for physical participation, in order to comply with social-distancing. Board meetings are held virtually however, parents without internet access are encouraged to participate telephonically. Input from all stakeholders continues to be sought remotely using Google Forms and hard copies via input forms, which are available at the district office.

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

Survey results from May 2020 indicated seventy-five percent of parents desired for students to return to school in person in the Fall. Should the continuance of Distance Learning be mandated, parents, students, and teachers requested face to face instruction via Synchronous Instruction. Parents, students, and teachers requested a predictable daily instructional schedule replicating the school day. A need for social emotional support for all stakeholders surfaced throughout multiple input opportunities. Input results also consisted of the

need to provide connectivity for students to engage in distance learning. In the event of a Hybrid return to school, parents requested families attend school on the same day.

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

In reviewing the input from various stakeholder input forums, schedules have been developed to accommodate the needs requested in input sessions. Household siblings have been scheduled to attend school on the same days during Hybrid Schedule when Tulare County is no longer on the state monitoring list for COVID 19 cases and is able to have students attend school in-person as parents requested in input forums. In addition, improvement to connectivity has been underway as MiFi's with larger broadband width capacity have been purchased for students/families, LTE devices with stronger signals have been purchased and individualized home antennas will be installed to homes experiencing poor connectivity to address parent input. School connectivity has been strengthened to ensure all teachers can provide virtual instruction simultaneously.

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

When Distance Learning is no longer state mandated for LEAs in Tulare County, the District will transition to In-Person Instruction.

Students in grades TK-12 will return on a Hybrid Schedule, consisting of both In-Person and Distance Learning. Students will be assigned one of two groups (Group A or Group B) in order to decrease the amount of student-student contact. Groups will report for In-Person Instruction 2 days a week (either Monday/ Thursday or Tuesday/Friday). Students at greater risk of experiencing learning loss will attend additional In-Person interventions on Wednesdays.

Classrooms have been measured to ensure social distancing can be honored upon return. Grades TK-5, recess will be taken in small groups to limit student to student contact. Lunch will be provided in the classroom. Students in grades 6-12 will be scheduled to attend either odd or even periods on specified days. All students will receive asynchronous instruction on scheduled Distance Learning days. The Hybrid Schedule will meet the Distance Learning instructional minute requirements on both In-Person and Distance Learning days. Instruction will be aligned to Essential Standards using approved core, career technical education, and supplemental curriculum and resources. Materials and supplies have been purchased to facilitate at home learning.

Additional support will be provided to students at greater risk of experiencing learning loss, which includes all significant subgroups, by trained instructional aides in both in-person and Distance Learning during and after the school day. Certificated and Afterschool staff will

provide additional tutoring before/after school hours and during summer. Training will be provided to all staff by our instructional coaches and leadership teams. Additional training will be provided by program experts.

Upon the return to in-person instruction, students and staff will receive training on COVID-19 symptoms and precautions. Temperatures will be taken upon student/parent entry of school. Universal sanitation procedures will be implemented by all. Frequent hand washing will be practiced. When hand washing is not feasible, hand sanitizer will be used. The District is implementing a “gel in, gel out” protocol, encouraging students and staff to sanitize hands upon entering and exiting new settings. Staff will enforce the District’s expectation to maintain social distance and wear a mask/face shield.

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE)	\$40,000	No
Disinfecting cleaning supplies (sanitizer, sanitation station, hand-washing stations)	\$238,000	No
Safety materials and supplies (plexiglass dividers)	\$200,000	No

Distance Learning Program

Continuity of Instruction

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

LEAs in Tulare are mandated to commence instruction via Distance Learning while on the COVID Monitoring List. The District is committed to providing high quality standards aligned instruction regardless of the method of delivery. All students continue to have access to the core curriculum online while learning from home. Additionally, physical texts and consumables are to be distributed to families. Home learning bags containing instructional materials were distributed to each student. Students in all grade levels were issued a technological device: TK-1-iPads and 2-12-Chromebooks. High speed internet will be made available via community Wifi. Both LTE and Mifi devices will be distributed to families based on a needs assessment.

Four programs have been identified as the Districts Core Four of Distance Learning: Screencastify, Zoom, Google Classroom/Seesaw, and Google Drive. Funds have been allocated to purchase Educational Technology.

Distance Learning schedules have been created to meet the instructional minutes delineated for each grade level in SB98. Students will engage in a combination of synchronous and asynchronous instruction to meet the minute requirements. Synchronous instruction will be conducted via Zoom. Several interactive remote learning web based programs have been purchased to enhance synchronous instruction such as: EdPuzzle and Kami. Asynchronous instruction will be provided through a variety of formats including, but not limited to: teacher videos, previously assigned work in Google Classroom/Seesaw, or digital programs (Lexia, Reflex, myON, AR,).

Essential standards have been identified and paced to ensure students master essential content for each grade level/content area. Teachers collaboratively designed engaging units of study for both Distance and Traditional Learning.

Administrators, instructional coaches, and teachers received professional learning on all platforms to increase teacher effectiveness. Once trained, administrators and teachers are to conduct in person parent/student orientations.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The District conducted a student survey in order to identify the needs of technological devices and connectivity. Students in preschool through first grade received an iPad while students in grades two through twelve received Chromebooks. 100% of the students in grades K-12 grade have access to a device to support Distance Learning.

Since many students in the district lacked internet connectivity, the district committed to ensuring all students with connectivity. The technology department installed two towers, one in Orosi and another in Cutler, to support community internet access. Long Term Evolution (LTE) devices have been purchased and distributed to families in need of internet connectivity. Mifi devices have been distributed to families who live out of range of the community internet towers. Connectivity issues are being resolved daily and connectivity is becoming more reliable.

The district is developing a technology hotline to support families and students with technological/connection challenges. A certificated teacher is available to support the elementary schools with online program implementation.

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.]

The District has developed an Attendance, Participation and Engagement process to assess pupil progress through live contacts and synchronous instructional minutes. The process will include teacher monitoring student participation in online activities, completion of regular assignments and/or assessments, and contacts between pupils or parents/guardians.

At the elementary level, teachers will record attendance and engagement using an interactive spreadsheet. Additionally, weekly attendance will be verified using the weekly attendance report from Illuminate, the District's Student Information System (SIS). Weekly usage reports of EdTech programs (Lexia, myON, Reflex, etc.) will be attached as further verification of student engagement in asynchronous learning. The spreadsheet will be used to identify students in need of re-engagement for either synchronous or asynchronous instruction. The District will use a three tiered system of support to re-engage identified students.

At the secondary level, teachers will provide an engagement and participation cover sheet, where student attendance, engagement, and assignment time value to meet the daily instructional minutes are certified. A weekly report from the SIS: Illuminate to track student synchronous and asynchronous participation for attendance and participation. Teachers will also attach a weekly report of their gradebook identifying assignment/completion of weekly assignments. Time values will be allotted to each assignment. Secondary teachers will submit the three documents (Engagement, Participation Cover Sheet, Illuminate Attendance Report, and Gradebook) on a weekly basis. Identified

staff will pull weekly reports from Illuminate to identify non-engaged students. The District has developed and will implement a Multi - Tiered System of Supports to Re-Engage identified students.

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.]

The District conducted a professional development needs assessment in July of 2020. Administration, in collaboration with instructional coaches are to use the needs assessment to address the identified professional learning needs of staff. The District work calendar includes the equivalent of 5 days of professional learning. In July, the District and collective bargaining units agreed to frontload professional learning to the start of the year in order to address the challenges of Distance Learning. While the District customizes professional learning to meet the need of different grade levels//content areas, several universal needs surfaced.

Results indicated technology training is in high demand. All teachers received training on G-Suites, Zoom, and Screencastify. Secondary is advancing their professional learning to include more adaptive technology (Edpuzzle, Jamboard). Elementary has contracted with edtech publishers to provide training on new asynchronous platforms (Lexia, Reflex, myON).

Elementary commenced professional learning to address the rising social emotional needs in the Spring of 2020 . Each teacher and instructional aide completed 10 hours of training provided by the Second Step training center. Certificated staff completed an additional hour upon their return to school in August. Secondary teachers launched their social emotional learning professional learning in 2020, with a 4 hour training provided by School Connect. Both programs (Second Step and School Connect) integrate Bullying awareness and prevention.

During the 2020-2021 school year Secondary grades 6-12 will continue to offer a series of 2 hour extended professional learning opportunities facilitated by site administration, secondary instructional coaches, post-secondary partnerships, Tulare County Office of Education EL & SPED Consultants in the following areas: Analyzing Data to Plan Student Intervention and Re-Assess Standards not Mastered, progress monitor student achievement and drive instruction, Structured Student Discourses Using Digital Platforms, Distance Learning Technology Tools and Strategies for Students: Empowering teachers to foster student use of technology, Redesigning FA, Engagement strategies in synchronous learning, and the process for flipped learning, and Second STEP Social Emotional Learning for Adults (Staff) Unit 1 of 3 (Self Care) Unit 2 of 3 (Caring for each other) and Unit 3 of 3 (Student Care). In addition, secondary staff will continue to offer professional learning, during their monthly Professional Learning Communities to revisit school wide strategies and practices that foster student learning.

The District maintains AVID Demonstration status at both the middle and highschool. The District AVID coordinator and 5 certificated teachers participated in 3 days of AVID DigitalXP in the of 2020. AVID addressed digital teaching and learning, specific topics included: binder checks, AVID tutorials, and collaboration.

A 3 day in person new teacher institute is mandatory for all new hires. The Director of Curriculum and Instruction and Instructional Coaches modified the traditional agenda to address the Distance Learning expectations.

Transitional Kindergarten through First grade teachers are scheduled to participate in a virtual professional learning opportunity provided by the Institute of Multi-Sensory Education (IMSE). IMSE uses Orton-Gillingham methodologies as a basis for the systematic approach to phonics instruction. This foundational component of literacy will address the gaps created by school closures in the Spring of 2020.

To meet the needs of English Learners through Distance Learning, educators in grades K-6 and school site leadership teams will participate in the (EL RISE!) program. Teachers will learn strategies to meet the immediate needs of English Learners. A deep dive will be taken into the English Learner Roadmap policy. Three days of professional learning will be provided to middle school and secondary teachers who teach designated courses to newcomers and Long Term English Learners.

Career Pathway Academy Staff using Project Lead The Way curriculum were provided webinar resources that reflect modifications to curriculum and instructional Units of Study that include “Virtual Hands on Practicum Labs”. All other CTE staff are utilizing online supplemental curricular and instructional materials and lessons from “CTE Online” and “ICEV Online Distance Learning.”

Staff Roles and Responsibilities

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

COVID-19 has created unique demands in Education, as a result, the roles and responsibilities of staff have been largely affected.

Teachers will provide virtual instruction to students. Progress will be monitored and students will receive feedback. Every first and second grade teacher has been paired with an instructional aide to support student learning. Instructional aides will continue to provide intervention to students who need extra support. Bilingual aides will provide support to English Learners and teachers/students in the Dual Immersion courses. Instructional aides, campus security, and physical education techs will support by being part of the tiered level of re-engagement. They will conduct outreach to parents and students playing a crucial role in the re-engagement of disengaged students. The Truancy Officer will continue to support with attendance accountability at all school sites. Parent Students Advocates and Outreach aides will continue to serve as a home school liaisons, re-engaging students and providing families instructional support. Clerical staff continue to provide clerical support and order additional Custodial staff will continue to cleanse facilities and sanitize high traffic areas. Counselors, Psychologists and Educational Social Workers will provide social emotional services through online interface to support anxiety and disengagement from the learning process.

Site and District Administrators roles and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, hybrid in-person, and full-time in-person instruction at various times during the school year.

The District employees several classified staff who share the title of bus driver and mechanic/groundsman/custodian. Employees with shared job titles will devote full contracted hours to the adjunct job title. One full time bus driver will deliver food to families to identified locations, facilitating student access to meals.

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.]

At the end of the 2019-20 school year the District conducted a needs assessment specific to Distance Learning and students with exceptional needs. While in Distance Learning, leadership teams and academic coaches participated in a virtual professional learning opportunity offered by Tulare County Office of Education. Professional Learning focused on Equity in Education; specifically English Learners

and students with exceptional needs. Input from parent/community forums and the community at large was used to identify needs in Distance Learning. Research and evidence was used to plan for the 2020-21 school year. Distance Learning schedules were created across grade levels to provide equity for all.

The most recent English Learner data has been provided to school sites and teachers have received individual student data. Schedules have been created to include designated and integrated language development to address the identified needs of English Learners. Teachers planned both designated and integrated instruction aligned to the ELD standards to minimize the performance gap between English Learners and the general population. Teachers in the secondary, use a variety of curricular programs designed specifically to meet the needs of ELs. English Learners are provided access to the same content and lessons as their non-English Learner peers however, ELs are provided the support necessary to allow access to the content. The District has current subscriptions to several digital platforms which make curriculum available to students in their primary language. Additional resources have also been purchased to support students acquiring the English language.

Supplemental materials have been purchased and distributed to support learning in the home. Curriculum has been purchased in the primary language to allow students to access content from home as needed. Licenses for multiple language development programs have been purchased to develop language through Distance Learning. School sites have created tutoring opportunities for virtual support and one on one support to ensure access and success on daily assignments.

At the onset of Distance Learning in the Spring of 2020, all pupils with exceptional needs received Distance Learning Plans indicating the plan for the provision of specialized supports and services considering their uniqueness. For example, pupils with exceptional needs received differentiated distance learning packets in which their specific disability and individual strengths and needs were considered in the development of accommodated academic work. In addition, students received individualized one-to-one specialized support through technological means such as Zoom and phone calls. This individualized one-to-one specialized support consisted of reading interventions based on Orton-Gillingham, and math and writing interventions. In addition, students receiving speech and language services continued to receive their services through an online platform called TheraPlatform and were facilitated by COJUSD speech and language pathologists. IEP case managers continued to collaborate with Gen. Ed. staff on further accommodations and differentiation regarding additional supports provided by the Gen. Ed. teacher. Pupils with exceptional needs continued to receive the social emotional learning support provided by our credentialed school psychologists and extended SEL team composed of TCOE SELPA Licensed therapists and TCOE SELPA rehab. specialists.

For the current academic year of 2020-2021, pupils with exceptional needs will receive “in-person” one-on-one supports pending approval from the Tulare County Public Health Department. COJUSD has reached an agreement with the teachers bargaining team to allow “in-person” instruction on school campuses’ for the provision of academic support and interventions, which includes the provision of other specialized supports such as speech therapy. For parents who decline “in-person” support, students will continue to be provided individualized one-to-one specialized support through technological means such as Zoom, phone calls, and Theraplatform. During “in-person” instruction and provision of specialized services, all students and staff will follow safety guidelines as identified by the California Department of Public Health.

For pupils in foster care, of which there are currently 21 with 15 in out-of-home placement and 6 in family maintenance, they are being case managed by our PPS Educational Social Workers and PPS School Psychologists. In COJUSD there are 3 current PPS Educational Social Workers that oversee all foster youth at the PreK-8th grade level, while foster youth at the 9-12th grade level are being managed by our School Psychologists. Homeless pupils are case managed and supported by the Family Education Center, which is a Family Resource

Center (FRC). The FEC has several outreach aides that provide immediate assistance and support to all homeless youth and connect them to resources within our district and throughout the community-based agencies. Another support for homeless youth was a grant opportunity with CDE in collaboration with Foster Youth Services of Tulare County Office of Ed. in which we were awarded 50 LTE enabled tablets to be distributed to our homeless youth in need. COJUSD is currently waiting for these devices to arrive and be distributed to homeless youth. The support provided to both foster and homeless youth continued during school closure, and will continue during current Distance Learning program.

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

Description	Total Funds	Contributing
Provide Technology Devices (iPads, Chromebooks, LTEs, MiFi and internet connectivity services) to ensure students have access to instruction.	\$1,221,000	Yes
Technological Infrastructure for Internet for connectivity (Towers, firewall, routers, data center, Cisco infrastructure MDF Smartrow Systems)	\$2,190,000	Yes
Resource Teachers will be able to provide services to students with unique needs.	\$1,558,300	Yes
Professional Development to build their capacity	\$1,608,310	No
Speech Therapists provide services in-person and zoom platforms.	\$399,186	Yes
Maintain Instructional Aides to support student learning, participation and engagement.	\$929,520	Yes
Maintain Instructional Coaches to support teachers with standards based instructional lesson delivery using various instructional strategies to engage students and meet the needs of diverse learners during distance learning.	\$1,167,005	No
Maintain Behavior Intervention Technicians to provide support to students with unique needs	\$154,350	Yes
Continue to provide supplemental materials and supplies to enhance students learning via differentiated instructional modalities.	\$488,700	Yes
Continue to provide supplemental books and reference materials to students to build reading fluency and comprehension.	\$183,190	Yes
Provide online programs such as Lexia, MyOn, Reflex, Clever and Google Suite, Screencastify, EdPuzzle	\$70,000	Yes
Maintain Curriculum and Instruction Administrator and support staff that will provide professional development for instructional staff to improve skills necessary for distance learning and hybrid in-person instruction	\$230,490	No
Maintain Special Services administrator to ensure services are provided to students with unique needs and improve strategies for re-engagement	\$181,913	Yes
Maintain College and Career administrator to provide Career Technical Education and college and career guidance for students in all grade levels.	\$186,889	No

Maintain IT Director and Data Technicians will provide technological support to students and staff to ensure an effective distance learning program.	\$652,500	Yes
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Pupil Learning Loss

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

The District has formed a committee of teachers and administrators to identify how to assess pupils to measure learning status, particularly in the areas of English language arts (ELA), English language development (ELD), and mathematics. The District will use a combination of Diagnostic, formative, and summative assessments to identify student acceleration needs. The District will continue to administer the Benchmark Assessment System to identify student reading levels in grades tk-5. Students in grades 6-8 will administer the STAR reading assessment to determine reading levels at the start of the 2020-2021 school year. Grades 9-12 will administer the Scholastic Reading Inventory as they have historically. Local Benchmark and formative assessments will be used to monitor student achievement in mathematics. Additional programs have been purchased to allow for tracking of formative Distance Learning assessments (EdPuzzles, Kami). A combination of ELPAC assessments and common formative assessments will be used to monitor EL progress. Data will be analyzed during the Professional Learning Communities and during District Data Reviews. Interventions will be designed to accelerate student learning.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The District will address pupil learning loss resulting from COVID-19 in a variety of ways. Distance Learning schedules have been designed to provide intervention to students demonstrating learning loss including Designated and Integrated English Language Development. Certificated staff will be hired to provide intervention to students needing additional support during the evenings, winter, and summer. Instructional aides will continue to provide instructional support to students reading below grade during the school day at the elementary level. Additionally, the afterschool program will provide homework help and tutorials to students in high school. A partnership with UC Merced: Upward Bound and Gear Up Support in Math will allow students access to intervention after school and through Saturday Academies in Fall, Spring and Summer. The District has also partnered with the Math Pipeline Readiness Project (MPREP) to collaboratively collect, analyze and report qualitative data from all students to monitor student progress and student loss.

The District has purchased EdTech to support student learning at home. Diagnostic assessments are built into EdTech programs (Lexia, myON, and Reflex) to provide students with individualized access to content. Students in the secondary utilize Khan Academy for targeted support. myON serves as an electronic library for students who may not have access to texts at home. Translation and read aloud options are available for most texts.

School sites have identified signature English Learners Distance Learning strategies to support students learning English as a second language. Teachers will regularly embed signature strategies into Distance Learning lessons. Instructional coaches and administrators will support with the implementation of strategies.

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.]

Diagnostic assessments will be taken by all students at the start of the school year. Assessments will be administered throughout the year to monitor the effectiveness of pupil learning loss strategies. Data will be used to modify schedules, curriculum, and instruction. Professional learning will be designed in response to data.

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

Description	Total Funds	Contributing
Provide Summer School intervention, materials and supplies, and books to accelerate learning for student that experienced learning loss	\$428,192	Yes
Continue providing after-school intervention, materials/supplies, services, and books to support students with learning loss.	\$974,540	Yes
Credit recovery programs will be provided to students at the high school level to support students in earning the credits requirement for a diploma via Fuel Ed. and Cyber High.	\$22,200	No
Maintain Student Services, Accountability and Categorical Administrator and support staff to provide supplemental instructional support to students experiencing learning loss and monitor student participation and engagement.	\$267,500	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.]

Cutler-Orosi Joint Unified School District developed a Multi-Tier System of Support framework for integrating Social Emotional Learning practices that support the Mental Health and Social Emotional needs of all students. The district (MTSS) framework incorporates research

and evidenced based interventions for SEL instruction, intervention, and assessment practices to ensure students receive the proper level of support to be successful. During the school closures, our district provided continued professional development on trauma informed training and Social Emotional Learning to all certificated and classified staff. The training for elementary and middle school staff was provided by Committee for Children which are the creators of the Second Step Social Emotional Learning program. Orosi High School and Lovell High School staff completed a (4) hour SEL professional development training provided by School Connect. All staff were provided with resources, training, and curriculum to incorporate social emotional learning and bullying prevention practices for distance learning. The SEL instruction is embedded into the weekly distance learning schedules. The SEL lessons will be provided weekly throughout the academic school year and will provide the skills and knowledge needed to demonstrate resilience, build relationships across distance, and meet the social emotional needs of all students. Furthermore, the District identified the following SEL action plan objectives to be completed by the end of the 2020-2021 academic school year:

Objective 1: By June 3, 2021, all K-12 grade students will acquire social emotional knowledge and skills as a result of the Second Step (K-8) and School Connect (9-12) curriculum instruction and practices that are research-based and aligned to the district's Multi-Tiered System of Supports (MTSS) framework for student social emotional learning (SEL).

Objective 2: June 3, 2021, all district school sites will establish a systemic and district wide approach to integrate evidence-based and data driven practices to support all students social, emotional, and academic support and engagement strategies.

The department of Special Services will use the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) to complete universal screening of student risk for social emotional and behavioral problems for students in grades K-12. The SAEBS is a 20 item rating scale that students will complete about their social, academic, and emotional behaviors. The screening will be conducted in the fall and winter of 2020 and in the spring of 2021.

The district is committed to provide SEL support to students, staff, and the community and understands that social emotional learning will play a critical role in determining how well-equipped children will be to meet the current needs and demands of distance learning. The district policy, Multi Systems of Support Framework (MTSS) and SEL action plan support the district's goal of achieving academic excellence and meeting the social emotional needs of all students in a safe and supportive learning environment. In addition, for students in our top tier of interventions and supports, they will be provided direct support by our credentialed school psychologists, school counselors, and educational social workers. These students will also be referred to our Family Ed. Center for referrals to our community-based services such as but not limited to Tulare County Mental Health, Dinuba Children's Services, Tulare Youth Services, and Family Services of Tulare County.

Subsequently, our district has established a line of communication for parents to receive information on mental health and social emotional learning via multiple platforms. The COJUSD will utilize the Remind App, district social media accounts, and district web page to provide timely information about district SEL activities and mental health awareness. Our Family Education Center (FEC) will use a universal referral system for parents to self-refer their child who are in need of additional social emotional support and interventions. The FEC will triage and connect students and parents to the appropriate level of support. Parents will also have the ability to submit an electronic referral, visit the school, send an email, and contact staff via a phone conference.

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 is not engaging in instruction and is at risk of learning loss.]

Cutler Orosi Joint Unified distance learning Multi-Tiered System of Support (MTSS) framework provides practices designed to allow all pupils in the District the ability to succeed. The District has developed an Attendance, Participation and Engagement process to assess pupil engagement. The process will include teacher monitoring student participation in online activities, completion of regular assignments and/or assessments, and contacts between pupils or parents/guardians. In addition the district has created a Re-Engagement process for students not engaging via distance learning instruction, that includes a series of steps with identified roles and responsibilities among teaching staff, support staff, site administration and district administration that is in alignment to district SART, SARB and CARB policies and procedures.

Within the MTSS framework, pupils who are absent and not engaging from distance learning and who require additional levels of support and intervention are placed on a Positive Behavior Intervention and Support (PBIS) tiered support system. Pupils are provided with academic, behavior and social emotional support and are case managed by educational social workers, counselors, psychologists, attendance Officer, Sheriff Resource Officer (SRO) and administrators. In addition, Student Support Team (SST) meetings are held to discuss and recommend additional support services to pupils including recommendations for Tier II and Tier III supports such as progress monitoring, Check in Check out (CICO), and provide resources to students and families. The SST team analyzes data using the School Wide Information System (SWIS) and Illuminate our Student Information System (SIS) to maintain, change, or increase the level of interventions for pupils. Attendance data is also monitored and reviewed weekly and immediate interventions are provided to pupils. The school administration will monitor attendance and behavior incidents by office referrals by day of week, referrals by time, grade, location, student, problem behaviors, attendance and refer to the appropriate level of intervention. The PBIS team will also look at the pupils' academics, behavior concerns, attendance and progress prior to exiting a student.

Cutler-Orosi Joint Unified has also implemented a Student Attendance Review Team (SART) meeting this year after piloting the new program last year. The SART is a school site team that will first provide interventions and support to pupils and families that have 3 days of absence. The SART meeting will be facilitated by our educational social workers and/or our site administration. The goal of creating site-based SART teams to support the pupil attendance and engagement is to address issues of equity such as the lack of technology, internet connectivity, medical/mental health, or other educational/domestic variables that may impact pupil and family engagement. In coordination with our Family Ed. Center staff such as outreach aides, they will continue to conduct home visits following safety guidelines if parents continue to be unresponsive to requests for SART meetings, phone calls by school sites, and unresponsive to other forms of attempted engagement. The next tiered support and outreach for families that are disengaged is to refer the pupils and family members to community-based agencies such as but not limited to Tulare County Mental Health, Dinuba Children's Services, Tulare Youth Services, and Family Services of Tulare County.

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.]

Students will be receiving meals via drive up grab and go service for the distance learning start of year. A complete week's worth of meals on Mondays and Wednesdays. The Food Service department will follow the guidelines set forth under the National School Lunch Program. These guidelines provide for daily nutritious meals for the students enrolled at the district. When we do start school in person again, we plan to serve elementary students both breakfast and lunch in the classroom. Secondary students will receive meals as grab and go at selected eating areas. We have increased the number of eating areas on our secondary campuses and have identified the proper social distancing seats for students to use while they eat. Depending on the amount of students in attendance we might need to have multiple lunch periods to successfully serve all students who want a meal. We are a Community Eligibility Provision (CEP) district and all students eat free of charge. Modifications were made to the meal distributions to include evening hours to accommodate working parents and families who are not able to attend during the day.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Provide 4 Psychologists and Interns will provide social emotional support to meet the needs of students	\$664,600	Yes
Mental Health and Social and Emotional Well-Being	Provide 3 Counselors will address the social-emotional needs of students and provide support to ensure engagement in learning.	\$279,000	Yes
Mental Health and Social and Emotional Well-Being	Provide 3 Educational Social Workers will address the social-emotional needs of students and communicate with parents to ensure student engagement in distance learning.	\$368,095	Yes
Mental Health and Social and Emotional Well-Being	Provide Curriculum to implement in K-12 to provide social emotional learning.	\$65,000	Yes
School Nutrition	Provide transportation to deliver meals to centralized housing locations to facilitate student access to meals	\$10,000	Yes
School Nutrition	Classified support staff to ensure meals are ready and delivered	\$1,237,700	Yes
School Nutrition	Kiosks to support social distancing during lunch	\$100,000	Yes
Pupil and Family Engagement and Outreach	Support staff to provide support to disengaged students and at-risk students. (Parent-Student Advocates,)	\$308,600	Yes
Pupil and Family Engagement and Outreach	Maintain Campus Security and Truancy Officer to provide re-engagement of students not engaging in learning.	\$351,130	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
39.6%	\$13,363,548

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 and services that are being funded and provided LEA-wide Distance Learning expand services to unduplicated students to enable them to meet district goals. All students who are not-yet meeting district achievement goals are provided with additional support both during the school day, after school, and during the summer months (additional certificated and classified staff and additional hours for intervention). In addition, online learning programs such as CyberHigh, Fuel Education, Lexia, Reflex, and MyOn are available to all students to continue providing them tools that build English and math skills. The progress of every student is monitored and appropriate interventions are assigned; English learners and students with disabilities, in particular, are provided additional time, support, and scaffolds to ensure they make progress in meeting the state standards. Instructional Aides provide additional support to students and will work with parents to ensure student engagement and participation in distance learning. Additional counselors and school psychologists provide the social-emotional support needed to address barriers to student success through distance learning as well as additional administrators and teachers. A Prevention Intervention Specialist will also help support students with drug/alcohol intervention to ensure students participate and are engaged in distance learning. College/Career Readiness Director and Technician will help provide students with support with college applications, financial aid workshops, scholarships, and occupational program workshops. A Director of English Learner and an English Learner Clerk coordinate services for English Learners during distance learning.

Teachers are provided with 2 additional days of professional learning, and ongoing job-embedded support through instructional coaching to increase their effectiveness in teaching our students through distance learning. Classified staff is provided with 2 additional days of professional learning to increase their productivity and support to our schools, students and families.

Technological devices have been provided to give our students the opportunity to engage in distance learning. Without the upgrades to our infrastructure and the purchase of devices, our students would not have the same resources as students in more wealthier communities. In order to meet the demands of maintaining technology and ensuring it is running effectively and efficiently, an IT Director and data technicians are funded.

For In-Person Learning, the District will pivot its learning program and allow for students to return to school on a Hybrid Instructional Model where students have an A/B schedule and attend both in-person and engage via distance learning. Through this model, the district will continue providing the educational programs, services and actions to support students. However, through this model, the district will

provide personal protective equipment and disinfecting cleaning supplies such as sanitizer, sanitation stations, and hand-washing stations as additional safety measures. In addition, safety materials and supplies such as plexiglass dividers will be provided.

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

For pupils in foster care, of which there are currently 21 are being case managed by our PPS Educational Social Workers and PPS School Psychologists. In COJUSD we have purchased and implemented a student information system (SIS) specific to Foster Youth called “Foster Focus”. This allows COJUSD, in partnership with TCOE, to immediately access changes and updates to our Foster Youth regarding their changing placements, CWS social worker case managers, parents/resource parents contact information and clarity on holders of educational rights. “Foster Focus” has expedited the time it has taken to provide Foster Youth with support and services by having immediate live updates on their unique case dispositions. Case management by COJUSD staff for Foster Youth includes frequent check-ins to ensure that they are provided with District-issued technology such as Chromebooks or LTE devices along with internet access. COJUSD case managers for Foster Youth have increased contacts with the parent/resources parents to ensure that technology and internet connectivity is functioning. COJUSD case managers continue to reach out to the parents/resource parents regarding attendance and engagement in the Distance Learning program. If students are not attending the Distance Learning program and/or are not engaged as evidenced by lack of work completion, COJUSD case managers will continue to provide outreach.

To meet the needs of our English Learners (ELs) we considered the professional learning needs of teachers. The District offered several professional development opportunities. The focus was Integrated and Designated English Language Development, supporting English Learners through Distance Learning, and embedding Integrated ELD and Designated ELD into our day to day teaching schedules. School leaders also identified two research based ELL Strategies and trained their staff to use the strategies whenever possible.

The most recent reading and ELPAC data was gathered and analyzed. Principals are creating virtual tutoring opportunities and one-on-one tutoring opportunities. We strive to improve reading scores and to develop academic language as quickly as possible. The District has also joined EL Rise sponsored by the Tulare County Office of Education. Our categorical funding has been allocated to school sites to support the learning needs of English Learners and essential materials have been distributed to make Distance Learning accessible to all English Learners.

Services for English Learners are being increased through after school tutoring opportunities. Leadership teams are creating virtual tutoring groups and one-on-one tutoring opportunities. District teachers are meeting with individual families to orient them on zoom, our CORE 4 virtual platforms, and how to reach them through email.