

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.]

Centralia Elementary School District (CESD) consists of eight Kindergarten-6th elementary schools with a diverse ethnic and socio-economic student population. We serve approximately 4,039 students, who speak over 20 languages at home, including Spanish, Korean, and Tagalog. Our children live in the diverse cities of Anaheim, Buena Park, Cypress, and La Palma. In our District, 26% of our students are English Learners, 59% are Low Income, and 11% receive Special Education Services. The total Unduplicated Pupil Count is 65%.

Our District's most recent CAASPP state testing data indicate that CESD has for the third year in a row outperformed other elementary districts with similar demographics. We offer all-day Transitional Kindergarten and Kindergarten classes. Students in our district experience a rigorous and comprehensive 21st-century curriculum taught through integrated, activity-based instruction and supported by mobile technology in the classrooms. We support our parents, who are essential workers, by offering before and after school childcare programs and extended learning opportunities in our After-School Education and Safety (ASES) programs known as Club CASA. Our district also offers a 5-star preschool and an interactive learning center for parents and children ages 0-5 called Learning Link. Parent engagement is celebrated and encouraged through many district and school level programs.

The COVID-19 pandemic has affected the Centralia Elementary School District (CESD) community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and, therefore, caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social

separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

In developing our Learning Continuity and Attendance Plan, CESD created a COVID-19 Task Force to provide their input in Health and Safety, Staff and Student Support Systems, Communication and Engagement, Instructional Programming, and Operations and Budget. The COVID-19 Task Force recognized the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. Our unduplicated pupils (Low Income, English Learners, Foster Youth, Homeless Youth) have demonstrated significant performance gaps. It is essential to note that there is a high degree of intersectionality between these student groups. Our plan focuses on addressing the learning loss that students experienced during the school closure in spring is a priority. This is especially crucial for all of the student groups who experienced the disproportionate impacts from the pandemic. Our Learning Continuity and Attendance Plan will align with all local and state health and safety protocols, as practicable, to best serve our students. Due to the evolving nature of this pandemic, our learning models will meet the needs of all our students to mitigate any learning loss that has been accrued during this time.

Through the collaborative effort of the work with local county health officials and stakeholders (i.e. COVID-19 Operations Task Force, teachers, staff, Association leaders, PTA, PTSO, and other partners) Centralia developed a plan for the safe reopening of our schools. This document serves as CESD's plans for reopening schools following the most updated information and guidance from public health agencies including CDC, CDPH, and OCHA as well the State of California and CA Department of Education. In addition, our reopening plan aligns with OCDE's ["Orange County Together: A guide to safely reopening schools in the COVID-19 era,"](#) which is a resource developed by educational leaders and public health experts using guidance from the California Department of Public Health; this was approved by the Orange County Health Officer on June 12, 2020 and as a result, we will not be required to submit our District's Reopening Plan to OCHCA. Our Reopening Plan was developed with the most current information known at the time and will be updated as new data becomes relevant. In our Reopening Plan, we are also taking into consideration the impact to families, instructional benefits, feasibility, etc. CESD plans to utilize inclusive, distributive, and collaborative leadership grounded in continuous improvement.

Stakeholder Engagement

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

During the development of the Learning Continuity and Attendance Plan, our District's efforts to solicit feedback from our stakeholders began in March 2020 and has continued throughout the development process of the plan. Engaging in various staff, parent/guardians, students, and community outreach as well as surveying stakeholders has yielded valuable input to inform our District's comprehensive planning in the areas of culture and climate, mental health and social emotional learning, academics, attendance and engagement, connectivity, and nutrition. There have been multiple surveys conducted to families and staff to gain feedback on the learning models and distance learning. The survey was available in English, Spanish, and Korean and administered via Google Survey. Messages were sent via email, voicemail, text, and posted on school and district websites, and social media including Facebook, Instagram, and

Twitter. In an effort to reach our families who speak a language other than English, translations of documents and interpretations of meetings were provided. For Zoom Meetings, CESD provided separate meetings in English, Spanish, and Korean or utilized the live interpretations feature of Zoom.

Administrators and staff have gained valuable information from students during the school closures due to COVID-19. Parents have also shared how their students are feeling and have provided input to assist our District in increasing services and resources to increase student engagement, academic support, and to support mental health. Student feedback is gleaned daily conversations during teacher office hours and through principal meeting forums. Parents and guardians were able to provide feedback in their primary languages at the meetings or via the online surveys. To ensure that all families and staff had the necessary technology for Distance Learning, CESD administered home tech surveys to assess and distribute devices and internet resources to those in need. Parents/guardians and staff were able to utilize these District devices to connect to online meetings and surveys.

Overall, responses represented a wide range of experiences and levels of satisfaction with the implementation of distance learning in the spring and during the start of the 20-21 school year. The responses indicated that parents/guardians wanted to see more interaction with the teacher and parents wanted to be kept up to date with the progress of their child in distance learning. A corresponding survey was administered to teachers to gain feedback on their experience with distance learning. Teachers reported improvement needed to be noted in the area of connecting to students and increasing engagement. Also noted, was the need to partner with parents to increase student engagement. In addition, teachers indicated that they wanted more cross-grade level collaboration with their peers for planning.

CESD's efforts to engage our stakeholders in providing feedback and input to the Learning Continuity and Attendance Plan started early so our District could make informed decisions based on all the quantitative and qualitative data. There were key stakeholder groups that met together to seek feedback on the district's draft reopening plans and discussion on the learning models for the 20-21 school year. These meetings included an overview of the District's vision for the reopening of schools, local and state guidance updates for health/safety and academics. The LCAP Advisory Committee and District English Learner Advisory Committee (DELAC) were involved in the process by providing feedback, input, and consultation. Other teams that included district and site administrators, district and site certificated and classified staff, and parents partnered with Centralia Elementary School District (CESD) to give feedback and input for next steps in the plan.

A list of committees and dates are listed below to demonstrate CESD's efforts to gain input from the various stakeholders in the development of the Learning Continuity and Attendance Plan.

LCAP Advisory Committee Meetings

- September 2

DELAC Meetings

- April 23
- August 28

Emergency Operations (EOC)/ COVID-19 Operations Task Force Meetings

- March 2, 12, 18
- May 4, 11, 19

- June 2, 17
- August 20
- September 4

Superintendent Forum Meetings

- August 27

Board Meeting Dates

- March 11
- April 8
- May 13
- June 10
- July 15
- August 5
- September 9

District Curriculum Committee

- July 27, 28, 29

Principal/Management Meetings

- March 25
- April 17, 24
- May 1, 8, 22
- July 8, 22, 23, 31
- August 10, 12, 14, 19, 26
- September 2, 9

Union Meetings

- **Classified Council/CSEA**
 - March 16
 - April 28
 - August 25
- **Teacher Council/CEA**
 - March 16
 - April 21
 - June 18
 - July 1, 14, 28
 - August 24, 26, 31

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

Most of the stakeholder meetings were offered virtually. All meetings provided an invitation for attendance, with dates, times, and a Zoom link available for individuals to participate in the meetings. The School Board meetings and public hearing have been offered virtually due to COVID-19. Members of the public are invited to provide public comment at the Board Meeting by accessing a Request to Address the Board online form. Public comments received are read aloud during the meeting by a staff member as designated by the agenda. Following a Board Meeting, presentations and/or documents discussed are available for on the District website. All the School Board meetings were communicated and held per the Brown Act guidelines.

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

To evaluate the effectiveness of our current learning model, distance learning, CESD gave multiple opportunities for our stakeholders to provide feedback and next steps for the 2020-21 school year. CESD surveyed parents and staff to assess their perceptions of instructional quality in distance learning, input into desired academic models, and to verify the level of access each family has to equipment and internet access. Survey results of CESD parents and staff indicated the importance of having different academic models to choose from. In the most recent family survey, many elementary parents agreed that allowing families to select from any of the three academic models is what is preferred. Overall, there were 80% of families who selected traditional in-person (up to 5 days or a hybrid model), 20% who selected Distance Learning and Virtual Learning models.

LCAP Advisory Committee

The Local Educational Agency (LEA) used the following quantitative data from various stakeholder groups to determine supports for the 20-21 school year. As part of the involvement process, the District's LCAP Advisory Committee members, comprised of District bargaining unit members, certificated, classified, management, representative parents from each site through parents of UDP, and community members, provided input to the Learning Continuity and Attendance Plan. This committee met throughout the 2019-2020 school year up until March 2020. As a result of the COVID-19 pandemic, our committee met on September 2, 2020.

DELAC/ ELAC and SSC

Our District English Learner Advisory Committee (DELAC) continued to meet remotely through the COVID-19 pandemic on the dates listed in the previous section. Parents provided feedback on how to support their children through Distance Learning and how to get their children interventions, supports for social-emotional/mental health, and attendance/participation/connectivity assistance. Parents were also provided a summary of supports available to their children. School sites continue to meet with their School Site Councils virtually to provide information and to seek input regarding Distance Learning, Safety and Health Protocols, and other school plans.

Principal and Management Teams

Our administration worked together to create plans and protocols to best serve our students during distance learning and future plans for when we return in-person to the school sites. Administrators developed workable district and site-specific plans to support our students, families, and our community. Principals shared this information with their parents through regular coffee chats.

Coffee Chats with the Principal

Each school held coffee chats with the principal to address areas of concern and areas of improvements during the COVID-19 pandemic. This process assisted with supporting our students and families throughout the school closures in 2019-2020 and during Distance Learning from March 2020 to current day. This information was shared by each site principal at our weekly Principal Meetings. Coffee Chats were held on a monthly basis.

EOC Teams and Reopening Task Force

Created and developed detailed plans around health/safety and academic focus areas. Protocols for safety were developed and implemented successfully. An academic plan was developed to support all modes of learning including in-person learning, distance learning, and alternative learning models. All plans were carefully thought-out and aligns to the local and state guidance.

Site Safety Teams

Each school site is holding ongoing meetings with their Site Safety Teams to review and finalize details of the health and safety protocols for their campus.

Union Partnership (Centralia Education Association - CEA and California School Employees Association – CSEA)

Our District has partnered with our certificated and classified unions to build the plans together to offer a rigorous instructional program and a safe reopening.

Parent Meetings

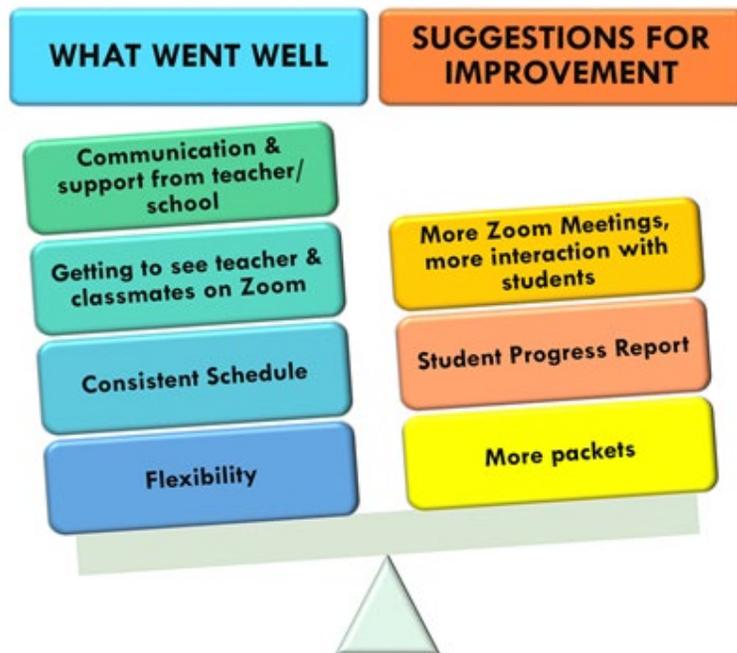
Parent groups meet with staff in large groups and in focus groups to provide detailed feedback and input in the development of our health/safety and instructional plans. Data from parent surveys were provided to the parent group to assist in eliciting more parent responses to strengthen our plans.

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

The Learning Continuity and Attendance Plan were influenced by our stakeholder input and per the state and health guidelines. The state guidance was followed by using the policies of SB 98 and AB 77. The health guidelines used guidance from the Center for Disease Control and Prevention (CDC) and California Department of Public Health (CDPH).

Parents

In moving forward and with an interest in reopening our schools in a manner that is responsive to the communities we serve, we formed stakeholder groups to provide necessary input. Parents provided the following feedback (below) regarding Distance Learning via District Parent Surveys. The CESD Team is utilizing the input received to strengthen our Online Learning programs.



Teachers

A teacher survey was conducted on the implementation of Distance Learning from March-May.

Teachers found the following valuable:

- Teacher PD/Support from District
- Teacher collaboration opportunities
- Use of tech tools/learning management systems (i.e. Zoom, Seesaw, Google Classroom)

Teachers found the following areas to improve:

- Connectivity (i.e. slow internet)
- Student motivation and engagement
- Parent Connection

Suggestions to improve Distance Learning:

- Offer more parent training
- Increase cross district collaboration opportunities
- Continue to provide flexibility to the plan in regard to the expectations of the plan

Continuity of Learning

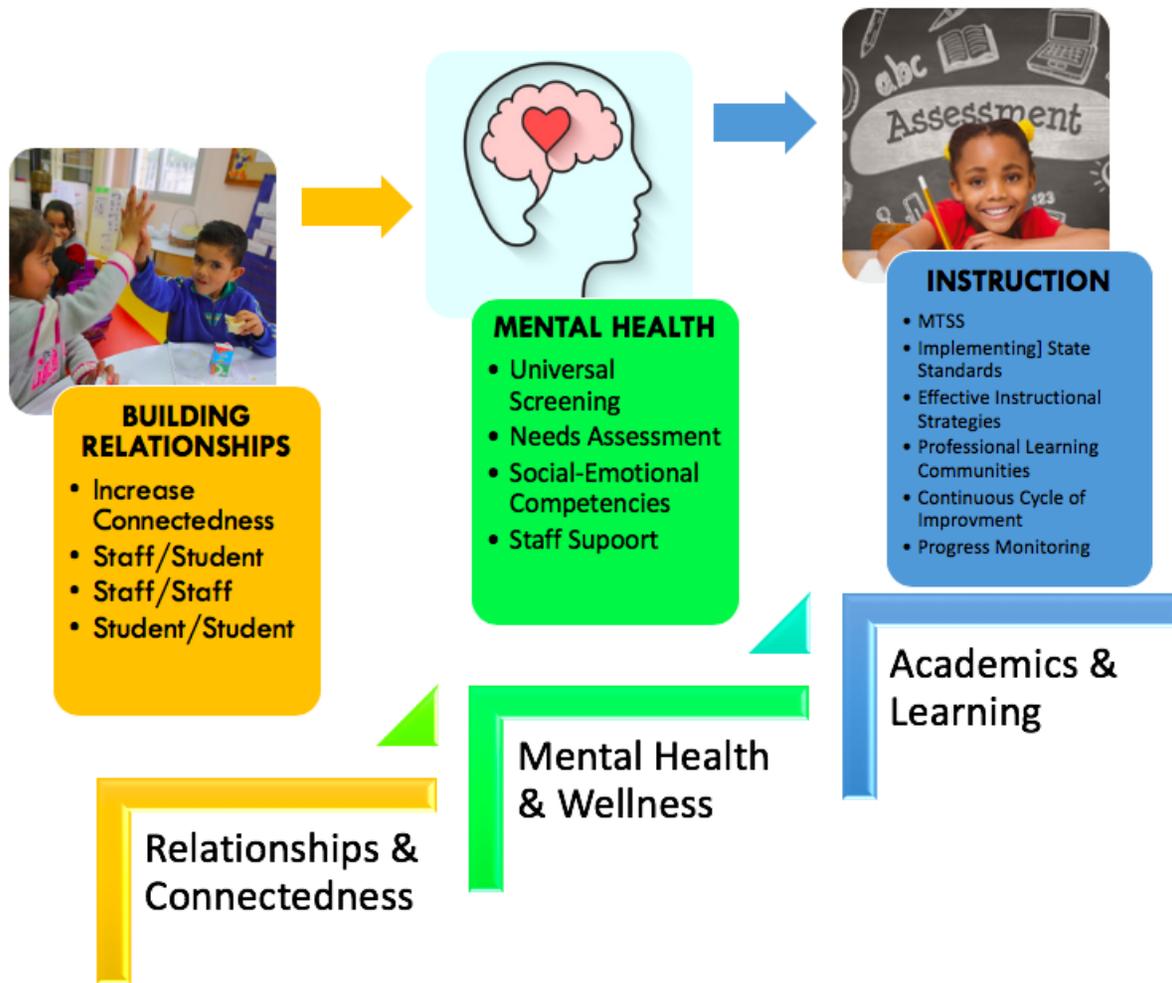
Continuity of Instruction

[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.]

In planning for our instructional programming, it was important to analyze the data from our teacher and parent surveys to meet the needs of our students. Based on this data, CESD's instructional programming focuses on three key areas: *Relationships and Connectedness, Mental Health and Wellness, and Academics and Learning*. These areas are carefully examined to maximize student growth. The first key focus area is Relationships and Connectedness, which is central to learning. The science of relationships is essential for students to grow as learners. Building relationships between staff and students are the foundation of increasing student connectedness to the school community. Good relationships between colleagues pave the way for collaboration and growth. Improving student relationships with their peers increase connection to each other that assists in providing diverse perspectives and enhances the development of compassionate individuals. It will be critical to ensure that learning and connected relationships develop while on campus and will continue to grow in the event a school closure occurs again. Additionally, intentional efforts to build on relationships for those who select online learning will be created to enhance the online learning experience.

The second key focus area is Mental Health and Wellness. Monitoring the mental health and wellness of our students will be paramount whether they are attending on campus or through distance learning. Providing a social and emotional screener/needs-assessment will

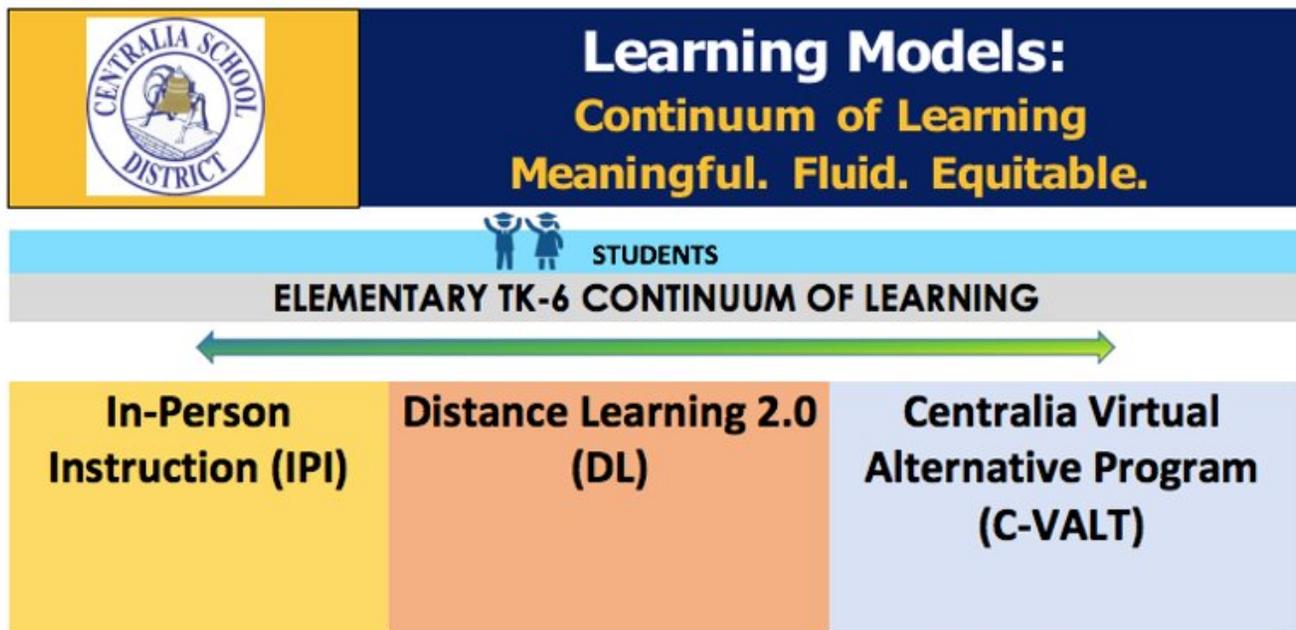
assist in identifying the social and emotional needs of our students. We currently utilize the Student Risk Screening Scale (SRSS), however the Education Services Team are researching additional Social Emotional Learning screeners for students. Supporting and securing the mental health of our students will strengthen the foundation for their academics and learning. The third key focus area is Academics and Learning. During the implementation phase of the instructional programming, it is important to continue to partner with our stakeholder groups to gather valuable information to make the necessary revisions as needed. There are various components in creating a strong instructional program that include utilizing a Multi-Tiered System of Support (MTSS) framework (to ensure first, best instruction and intervention supports), implementing state standards, and incorporating effective instructional strategies. As a strategy to support our students, who have experienced significant learning loss during the school closures, a Learning Lab model is currently being developed to provide intervention services for students after school hours. This after-school intervention model will provide additional academic support to our students who need more intensive instruction to close the achievement gap. For the students who are at a greater risk of experiencing learning loss due to future school closures, an intervention block has been added to the daily schedule to provide a pro-active approach to our students who are at greater risk. In addition, a second intervention block has been added to provide a double block of intensive intervention for students to ensure our students get what they need to attain proficiency on the state standards. Throughout the learning process, professional learning communities engage in the continuous cycle of improvement (Identify, Plan, Execute, Review) to strengthen pedagogy and increase student outcomes. Overall, it is essential to create a learning model that can capture these key areas to ensure that our students feel connected to school, strengthen their social and emotional competencies.



In response to COVID-19 school closures, Centralia Elementary School District rapidly made changes to the instructional program to continue implementing the state standards, delivering high-quality core instruction, and educational opportunities to students to the extent feasible through Distance Learning. In moving forward and with an interest in reopening our schools in a manner that is responsive to the communities we serve, we formed stakeholder groups to provide input needed for the development of the instructional plan. The three focus areas were embedded within our Distance Learning plan. Our CESD team is continuing to work through the evolving state guidance and have aligned it to our Reopening Plan. We are committed to living up to our responsibility to educate our children. Our goal was to provide a Reopening Plan that strengthens our students' social and emotional well-being, increases continuous academic opportunities to meet our students' needs, and addresses our students' health and safety. We also understand

that families are interested in alternative models of education during this time, therefore, we will include a model that is fluid to meet the needs of our families. CESD will provide high-quality educational programming in our learning model provided for our students.

The recommendation to utilize a *Continuum of Learning* Model is presented after extensive parent input clarified the need for instructional choices that meets the varied needs of our families during this extraordinary time. The Continuum of Learning was designed to provide a meaningful experience for our students. We want our educational programming to be meaningful in whatever learning model our students participate in. We also wanted our plan to be fluid. As the state provides us with the necessary guidance, we want to align our programming to guarantee that our students get what they need if we need to transition into the various learning models that we are implementing. We also want to be equitable. Being able to provide the supports that are needed for each student is paramount, especially in these unprecedented times. The modes of learning in the continuum include In-Person Instruction, Distance Learning 2.0, and an alternative model called the Virtual Learning Academy. The Continuum of Learning has been designed to be a fluid program. There may be times where our schedule will need to be flexible, navigating to and from the different modes of learning included in the continuum, based on directives by local/state agencies.



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.]

When students can return to school, the In-Person Instruction model allows students to return to school up to 5 days a week or through a hybrid model, as space permits. To implement a smooth transition to enter and exit school sites safely, there could be possible adjustments to the daily schedule with staggered start and end times. Health and Safety Protocols will be used in the phased Entry plan. Safety protocols will be in place to support handwashing, social distancing, cleaning of classrooms, offices and other areas on campus, and additional protective measures as needed. This will allow for our students to interact with their teachers and peers in person with a daily schedule to facilitate learning and incorporate safety protocols. Instruction will take place in the classroom. Students will be able to connect with their peers and staff in this model. Procedures will be in place to ensure that daily attendance is taken. Standards-based grading will also be a part of our instructional programming this year. A daily schedule will be shared with parents to provide clarity of the day's activities. Instruction in all of the content areas will be provided including, English Language Arts, Math, the Sciences, Electives, and Physical Education. In addition, English Language Development (ELD) will be provided for our English Language Learners. Some activities and events can possibly resume depending on guidance from the state.

In-Person Instruction (IPI)



- Full return of all students
- Full-days, either hybrid or up to 5 days per week, depending on space availability
- On-campus, in-person instruction in the classroom
- Entry Plan – Phases of In-Person Instruction
- Daily attendance is taken
- Standards-based grading system will be in place
- Daily schedule will be shared with parents
- Instruction in all the content areas (English Language Arts, Math, Sciences, Electives, Physical Education)
- English Language Development (ELD) will be provided for our English Language Learners
- Resume some scheduled activities and events
- Extensive use of Health and Safety Protocols in Entry Plan

Health and Safety Protocols for In-Person Learning

The health and safety of our students, staff, and families is the top priority when making the decision to physically reopen our schools. When we are permitted to provide in-person learning, we will ensure that optimal health and safety precautions are in place as designated by official guidance.

Centralia Elementary School District will be following the guidelines of the California Department of Public Health's (CDPH) *Guidance for Schools* when in-person learning resumes. The following are health and safety student protocols that will be followed in CESD that adhere to CDPH guidance to ensure the safety of students and staff. Please note that the protocols may be subject to change based on modifications to the guidance from the public health agencies.

PRE-ARRIVAL

- Parents/guardians will be informed of the symptoms and signs of COVID-19, and the need to keep their children home if they are sick. Families will be encouraged to take their children's temperature daily before sending them to school. Anyone with a fever of 100.4 degrees Fahrenheit or higher is not permitted at school. Families will also be asked to screen their children for respiratory symptoms such as cough and shortness of breath before sending them to school each day. Anyone experiencing these symptoms should not go to school.
 - Information will be disseminated via Parent Meetings, School Messenger, social media, school and district website prior to the start of in-person instruction.
- Staff members are required to self-screen for symptoms and complete a temperature check before they start work each day.

ARRIVAL & DISMISSAL

- Multiple points of entry have been identified for drive-thru or curbside drop-off with active temperature checks by staff with hand sanitizing stations and signs. Masks will be available for students as needed.

SAMPLE ENTRY POINT LOCATIONS	
Gate 1	Main Gate
Gate 2	Furman Ave Gate
Gate 3	Orange Ave Gate

- Parents/guardians are to wait in their cars or at the curb for their child's temperature checks. Parents are not to enter on campus with students, nor congregate on campus.
- Students are to exit from the right, passenger side of their vehicle and should stand in the designated spot which is 6 feet in distance from other students arriving on campus. Once a temperature check is complete, the student will walk immediately to their classroom and follow the class entry protocols.

- Students with a temperature of 100.4 degrees Fahrenheit or higher will receive another temperature check using an alternative thermometer. If the temperature is confirmed, students will be sent home with parents/guardians. If parents cannot be located, the student will wait in the school's Isolation Room for pick up. All students in the Isolation Room will be required to wear a mask.
- Arrival times will be staggered to limit large crowds of students arriving at the same time.

SAMPLE STAGGERED ARRIVAL TIMES	
8:05AM	A-G & students that eat breakfast at school
8:15AM	H-N
8:30AM	O-Z

- 7:30AM-8:00AM Breakfast at School
- Students who arrive past 8:05am will receive directions for asynchronous instruction.
- Students who utilize the District's Transportation services may receive a staggered schedule for arrival and dismissal.

Depending on the total number of students that return to in-person instruction, students may also be assigned to a designated parking lot for arrival and dismissal.

Dismissal times will be staggered to limit large crowds of students leaving at the same time. Dismissal times will coordinate with instructional minutes.

SAMPLE STAGGERED DISMISSAL TIMES	
1:35PM	TK/K
1:50PM	1-3
2:25PM	4-6

During dismissal, students will be escorted by staff in a line that adheres to social distancing guidelines to their designated parking lot. Students will enter their parents' cars from these lines.

FACE COVERINGS

- Face coverings are required for all students, staff & visitors, and people will not be permitted on campus without a face covering. Exemptions for face coverings require a doctor's note.
- Face coverings and face shields are available for students and staff as needed.
- Face coverings will be worn in class, walking on campus, structured and unstructured play during recess and PE.
- Mask may be removed while eating or drinking at the lunch tables or when physical distancing of six feet can be implemented. See lunch time guidelines.
- Per CDPH, in order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Distance Learning and C-VALT Alternative educational opportunities are available for students who are excluded from campus.
- Review the CDPH Guidance for the Use of Face Coverings [here](#).

HANDWASHING/SANITIZING

- Handwashing/sanitizing required throughout the day: upon arrival at school, before and after recess, lunch, PE, and when returning to class from any shared area. Handwashing/sanitizing products are readily available.
- Frequently touched surfaces within the school will be cleaned regularly. Frequently touched surfaces in the school include, but are not limited to:
 - Door handles
 - Light switches
 - Sink handles
 - Bathroom surfaces
 - Tables

CLASSROOM LAYOUT

- In-person class sizes will be reduced with student desks spaced out, as practicable.
- Physical distancing will be implemented as feasible throughout the day.
- Clear desk barriers (“sneeze guards”) will be provided for student desks.
- Student masks and face shields will also be available as needed.
- Students will stay with their cohorts to the extent possible as recommended by CDC and CA Department of Public Health.
- Outdoor Learning will be encouraged with the use of extra tables and shade.
- A.C. filters upgraded to MERV

STUDENT MATERIALS

- Basic materials and supplies will be provided and will not be shared to the extent possible. Students may bring approved school supplies to school if they choose to, however they must leave them at school.
- Sharing of materials will be limited. If materials are shared, they will be sanitized between uses.
- 1:1 Chromebooks are available as needed for in-person instruction. Students who borrowed a District Chromebook do not need to bring their devices to school for in-person learning until further notice. Students will have a separate Chromebook to use at school.
- Each child’s belongings will be separated from others and in individually labeled containers, cubbies, or areas.
- Students may bring lunch bags to school each day, however we ask that backpacks stay at home at this time.

STUDENT RESTROOMS

- A limited # of students will be permitted in the restrooms at a single time.
- Restrooms will be sanitized throughout the day (i.e.: after each recess and lunch breaks), and physical guides and posters will be provided.
- Students will wash or sanitize hands before and after going into bathroom, and wear masks following CDPH’s guidance.

DRINKING FOUNTAINS

- Students will be encouraged to bring their own water to minimize use and touching of water fountains.
- Schools will maintain the rule of “No mouth on spouts” and will follow physical distancing rules.
- Fountains will be cleaned and sanitized regularly throughout the day.

MEALS & SNACKS

- Meals will be served outside of classroom, and extra space will be provided for physical distancing during meals and snack times.
- Students will stay with their cohorts to the extent possible as recommended by CDC and CA Department of Public Health.
- Food offered at school will be pre-packaged or wrapped items, and students will not share food or drinks.
- A “Grab and Go” Drive-Thru Meal Service is available at several sites for students participating in online learning.
- Students may remove their mask when eating or drinking.
- Seating will be marked to help students maintain safe social distancing when utilizing designated meal areas.
- Additional tables have been procured to provide extra spacing during meals.

RECESS & P.E.

- Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces.
- Sharing of materials and equipment will be limited to the extent possible, and if shared, items will be sanitized between uses.
 - ✓ Each class will have their own crate of recess & P.E. equipment which will be sanitized by the custodian at the end of the day.
 - ✓ The use of the playground equipment (swings, slides) will be on a rotational basis and will be limited to a cohort each day.
- Physical activities and games that will be permitted will include, but not limited to:
 - ✓ Jump rope
 - ✓ Four Square
 - ✓ Tetherball
 - ✓ Handball
 - ✓ Tennis, racquetball, scoop ball
 - ✓ Shooting baskets
 - ✓ Kicking soccer balls
- Students will wash or sanitize their hands before and after recess/P.E.
- Recess and P.E. areas will be identified and designated as areas to play in by classes on a rotating schedule to assure that students stay with their cohorts as much as possible.
- When recess ends, students will walk to their classrooms without lining up to limit large crowds.

VISITORS

- At this time, visitors are permitted to the office by appointments only. Staff will complete a health query for COVID-19 symptoms with visitors before they are permitted into the building.
- Signage has been posted at all main offices regarding the use of face covering, physical distancing, and asking visitors to return another day if they are sick.

PARENT MEETINGS, ASSEMBLIES, SCHOOL EVENTS

- Currently, only virtual options will be pursued.

SAFETY DRILLS

All safety drills will be updated to reflect the CDPH guidelines. Staff and students will receive training and practice utilizing these new guidelines.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

CESD has procured items that are considered essential equipment to ensure safeguards. This includes Personal Protective Equipment (PPE) which is defined as equipment needed by staff to perform their job safely such as face covering, hand sanitizers, disinfectants, gloves, etc. This also includes adjustments to facilities that respond to the unique needs of the moment.

Our PPE include:

- ✓ Face Coverings & Face Shields for students and staff
- ✓ Soap/ Hand Sanitizers
- ✓ Cleaning/ Disinfecting Supplies
- ✓ No-Touch Thermometers
- ✓ Sneeze Guards for student desks
- ✓ Plexiglass for Office space
- ✓ Gloves as needed
- ✓ Outdoor Learning Equipment (tables & shade)
- ✓ A.C. MERV upgraded filters

SICK STUDENTS

Students who are sick during the school day will be separated from others in a designated Isolation Room, and parents will be contacted to pick them up. Students with a temperature of 100.4 degrees Fahrenheit or higher will receive an additional temperature check using an alternative thermometer. If the temperature is confirmed, parents will be contacted for immediate pick-up.

TRAININGS & EDUCATIONAL MATERIALS

Staff, students, and families will receive trainings and/or educational materials on the following safety actions including:

- ✓ Enhanced sanitation practices
- ✓ Physical distancing guidelines and their importance

- ✓ Use of face coverings
- ✓ Screening practices
- ✓ COVID-19 signs and symptoms

Trainings and educational materials will be shared with parents and stakeholders in the following ways:

- Parent Meetings hosted by principals
- Parent Meetings hosted by District
- Superintendent’s Forum
- Informational documents posted online on our district website
- Social Media
- Peachjar

Students will receive trainings and school Positive Behavior and Intervention System (PBIS) tours of the new health and safety protocols via Zoom or videos. All areas of the schoolwide PBIS matrix will be updated to reflect the Site-Specific Plan.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) <i>To ensure the safety and health of students, staff, and visitors on campus, the district has procured Personal Protective Equipment (PPE) including masks, face shields, gloves, and other materials for the school sites.</i>	\$45,000	N
Cleaning/Sanitizing Supplies <i>To provide enhanced cleaning for school sites</i>	\$12,500	N
Student Desk Guards <i>To ensure the safety and health of students in the classroom, student desk guards have been procured for the classrooms as a safeguard.</i>	\$95,187	N
Hire School Attendants <i>To assist with student temperature checks during arrival, additional supervision during staggered recesses and lunches, and to provide enhanced cleaning and sanitizing of school sites.</i>	\$278,528	N
Total	\$431,215	N

Distance Learning 2.0

The Distance Learning 2.0 Model is a virtual learning model and is provided 5 days a week. This is our second phase of implementing Distance Learning which is why we are calling it Distance Learning 2.0. As compared to last trimester's Distance Learning implementation, we started off in an emergency where we had to rapidly switch over to Distance Learning. This year, students in Distance Learning 2.0 will receive rigorous instruction and meet online with their teachers daily. The daily schedule will include a combination of up to 4 hours of synchronous and asynchronous instruction (whole group, small group, and individual meetings). Lessons will be provided by a teacher through live and pre-recorded lessons in whole group, small group, and individual sessions, as needed. Comparable to the in-person model, students will have time to work independently with teacher support if needed. Daily attendance and student engagement will be monitored this school year while in Distance Learning 2.0. Standards-based grading will be documented, and parents will be informed through progress reports and report cards. A daily schedule and a week-at-a-glance will be shared with parents to increase clarity of the school day. Instruction will include the core subject areas daily, with the science, social studies, and electives provided for our students. English Language Development will also be provided for our English Language Learners.

Distance Learning 2.0 (DL)

- All Learning is virtual
- 100% online, 5 days a week
- Students receive structured instruction from a teacher through an online platform and pre-recorded lessons (whole group, small group, individually based on need) daily
- Synchronous (live instruction) & asynchronous instruction daily
- Daily attendance & engagement logs
- Standards-based grading system will be in place and ongoing parent feedback
- Daily schedule and Week-at-a-glance shared with parents
- Instruction in the content areas: English Language Arts, Math, Sciences, Electives, PE, ELD



Alternative Model – CESD Virtual Learning Alternative (C-VALT)

The CESD Virtual Learning Alternative is a program that CESD is offering to provide a model for families that want something different than the In-Person Instruction and Distance Learning 2.0 with more flexibility and a more independent program for their child. In this model, all learning is virtual, and it may be a choice for a select group of students, as space allows. It is 100% online and runs 5 days a week. In this model, students are provided with a personalized, flexible, independent learning opportunity with a CESD credentialed teacher. If this model is selected, students will meet minimally with a credentialed CESD teacher and will be provided with standards-based assignments. The Virtual Learning Academy includes minimal synchronous instruction with an emphasis on asynchronous learning. There will be a standards-based grading system in place with ongoing parent feedback. This model will need more directed parent support and involvement.

Centralia Virtual Alternative – Academy

- All Learning is virtual
- 100% online, 5 days a week
- Students are provided with a personalized, flexible, and independent learning model that includes an online learning opportunity with a credentialed teacher
- Meet with a CESD credentialed teacher minimally once a day to get standards-based assignments
- Includes minimal synchronous (live) with an emphasis Asynchronous (Independent) learning
- Standards-based grading system will be in place and ongoing parent feedback
- More directed parent support and involvement



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.]

During the school dismissal, it was critical to for the District to invest in technology for students for Distance Learning. Chromebooks and Wi-Fi resources were provided to help all students access Distance Learning and increase their engagement while working at

home. CESD distributed over 2000 Chromebooks to students for Distance Learning. Students in grades TK-5 had the option to keep the Chromebooks over the summer to continue their learning on the online educational programs, while 6th graders returned the devices at the end of the school year. Tech Support was provided to students and families remotely.

In preparations for the start of the 2020-21 school year, Centralia School District re-assessed students' technology needs and provided Chromebooks, internet resources, and hotspots to families that indicated need. District-wide surveys were administered to all families and the messages were sent via email, voicemail, text messages, posted on the school and district websites, as well as social media platforms. The messages were sent in the District's primary languages of English, Spanish, and Korean. The schools sent reminders to parents to ensure that they had the technology necessary for Distance Learning. Additional outreach was done via direct phone calls to families. Parents were able to pick up the Chromebooks at the school site through a Drive-thru Chromebook Pick Up Party utilizing health and safety protocols. The district team also delivered the devices to families that had unique circumstances and were not able to make it to the scheduled pick-ups. Once the 2020-21 school year began, staff reached out to each student and family that did not participate in Distance Learning to determine the reasons and need for the absence. Staff connected students and families with needed resources such as technology, internet, social services, food resources, etc. For students that CESD was not able to reach via phone, email, or texts, home visits were conducted to provide individualized support.

To support students and families become proficient using the technology, assistance was provided in multiple languages and multiple formats. Student Tech Support was provided by staff to students and families that needed tech support logging in or using the online platforms. Trainings were provided in multiple languages to parents in areas to support parents in Distance Learning including Google Classroom, SeeSaw, iReady, and more. Additional parent trainings will be provided with interpretations to ensure that families are successful in utilizing the technology. In addition, parents are able to make appointments for in-person tech support at the school sites or district.

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.]

Pupil Participation

CESD's commitment to identify and address gaps in learning through the implementation of a Multi-Tiered System of Supports (MTSS) is a priority. Our district will ensure that every classroom is providing first, best instruction with differentiation to personalize the learning path for all students. Our schools will monitor progress utilizing formative and summative assessments and will adjust the supports on student results. To ensure this occurs, teachers and instructional staff will engage in consistent assessment and data analysis cycles

to modify instruction as needed. CESD has developed common expectations for live contact, synchronous instructional minutes (including both live instruction and small group intervention or targeted instruction), and availability of office hours and individualized teacher availability to students and parents. Centralia School District's goal is to provide instruction beyond the state's required minimum instructional minutes: 180 minutes per day for Transitional Kindergarten and Kindergarten, 230 minutes per day for grades 1-3, and 240 minutes per day for grades 4-6.

These instructional minutes include the totality of student engagement as measured by certificated teachers (time value of pupil work) and includes live contact, synchronous and asynchronous instructional activities. Site administrators will monitor instruction within in-person, distance learning, and virtual academy classrooms to ensure that these expectations are being met and that the quality of instruction remains high. To assess pupil participation and engagement, the District has developed an attendance monitoring system and report for teachers to track and record daily student attendance, either through live interaction with teachers during in-person, distance learning, virtual academy classrooms, or through the completion of assigned work and asynchronous interaction.

Progress

Assessments and Report Cards

Incorporating a systematic cycle of assessments are an essential piece of the instructional plan. Data from these assessments will assist in informing instruction. A diagnostic assessment will be administered to students at the beginning of the school year to identify areas of growth and areas of need. This will assist in creating lesson plans and developing fluid student groupings to meet our students' needs. Throughout the school year, teachers will regularly administer formative and summative assessments as well as work with their grade-level teams and principal as they maneuver through the Continuous Cycle of Improvement. Standards-Based Grading and report cards will be provided to students for each trimester (for any learning mode included in the Continuum of Learning). To assess student progress and monitor learning, the District will use methods of grading including communication via progress reports, regular report cards, and maintenance of grade books in all academic models offered. In addition to following the general education guidance and expectations, Special Education service providers will be monitoring and reporting progress on IEP goals.

Time Value of Pupil Work

In order to ensure the minimum instructional minutes, the time value of student work, both synchronous and asynchronous, provided will be determined and certified by the classroom teacher. The time value of work is the instructional time it would take the student to complete the work during in-person instruction. All students will have the opportunity to engage in live synchronous instruction on a daily basis via Distance Learning or Virtual Program. The District's goal is to have 100% of students participate daily in the live synchronous and asynchronous learning. Participation/attendance will be determined based on evidence of participation in online

activities, completion of regular assignments, completion of assessments, and contacts with students or families. Site administrators will monitor instruction within in-person, distance learning, and virtual classrooms to ensure that these expectations are being met and that the quality of instruction remains high. The District will be utilizing the state-approved Participation and Weekly Engagement Log sample to document the synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. A student who does not participate in distance learning for at least part of an instructional day shall be documented as absent for that instructional day, and will be marked in Aeries as “2- Not Engaged in Distance Learning.” Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and students or parents or guardians. Students who participate each day will be marked with “1- Engaged in Distance Learning” in Aeries.

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.]

Teachers and support staff will receive in-depth training to deepen their knowledge on effective practices as we prepare for the 2020-2021 school year. As listed below, other training that will be provided include expanding their knowledge around the tiers in the Multi-Tiered Systems of Support framework, progress monitoring, online learning, and online educational programs to optimize our students' academic learning experiences.

Distance Learning 2.0

Professional development is provided for our staff around distance learning in alignment with SB 98 and AB 77. A Distance Learning 2.0 Handbook was created for teachers to provide consistency and knowledge around the expectations for teaching and learning.

Focus areas included the following in the Distance Learning 2.0 Handbook:

- ✓ Distance Learning 2.0 Key Focus Areas & Design Principles
- ✓ Teacher Roles & Responsibilities
- ✓ Daily Schedule/Week at A Glance
- ✓ Curriculum, Instruction, Assessment
- ✓ Special Education
- ✓ English Learner Considerations
- ✓ Gifted and Talented Services
- ✓ Section 504 Considerations
- ✓ Mental Health & Social Emotional Learning
- ✓ Digital Citizenship & Behavior
- ✓ Standards-Based Grading
- ✓ Child Development Services & Preschool Programs

- ✓ Parent Communication & Training
- ✓ Student Attendance & Participation
- ✓ Technology & Connectivity
- ✓ Professional Development
- ✓ Teacher Support Resources

Distance Learning Playbook Training and Book Study

- Module 1: Take Care of Yourself
- Module 2: The First Days of School
- Module 3: Teacher-Student Relationships From a Distance
- Module 4: Teacher Credibility at a Distance
- Module 5: Teacher Clarity at a Distance
- Module 6: Engaging Tasks
- Module 7: Planning Instructional Units for Distance Learning
- Module 8: Feedback, Assessment, and Grading
- Module 9: Learning, Distance or Otherwise

IReady Diagnostic and Instruction Training Sessions

- Getting Good Data with iReady
- Using Data to Plan Instruction
- Delivering Differentiated Instruction and Helping Learners Succeed

Online Programs & Platforms Training

- Seesaw
- Google Classroom
- Zoom
- Online Learning Café
 - Kami
 - My Math
 - Screencast-O-Matic
 - Nearpod
 - Bitmoji Classroom

Staff Roles and Responsibilities

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

COVID-19 has resulted in our schools returning to school in distance learning in Fall 2020. Distance learning has impacted the roles and responsibilities of staff across our District. Roles and responsibilities have been redefined, in some cases, and will continue to evolve as our District prepares to reopen sites for in-person instruction. The following areas reflect changes to the roles and responsibilities of staff.

Hiring of New Utility Attendants

Reopening in person during the pandemic has led to the need of creating and hiring new classified staff called “Utility Attendants” who will have a versatile duty of assisting the new roles and responsibilities of ensuring a safe and healthy school environment. Utility Attendants will assist the schools with student check-in during arrival for active temperature checks. Schools have identified multiple points of entry for arrival and dismissal to avoid overcrowding, as a result necessitates additional staff for supervision of students. To avoid overcrowding during recess and lunches, times will be staggered resulting in the need for additional staff to supervise students. The Utility Attendants will supervise students during the staggered recess and lunch times and assist the schools in cleaning frequently touch surfaces throughout the day. This Classified and Certificated staff union groups were informed of this position, and both groups agreed with the need to create and hire the position for the school sites.

Virtual Services

Many of the roles and responsibilities of staff have transitioned to virtual formats as a result of COVID-19.

- Classrooms are being provided online at home via Distance Learning.
- Parent and staff meetings have moved to virtual formats utilizing Zoom.
- Counseling and therapy sessions have transitioned to telehealth services, including services from Social workers, school psychologists, and various therapists.
- The student enrollment process and first day packets have also moved to full virtual formats, which impacted the responsibilities of the office staff.

Attendance and Engagement

Within the full-distance and any future hybrid or in-person models, teachers and staff will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student’s attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (i.e.: Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student’s synchronous and/or asynchronous engagement each day.

Attendance staff will be continuing all their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. A key new

responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Orange County Health Care Agency. This will include entry of detailed attendance data into the student information system.

Special Education

During school closures, Special Education services were provided to the extent possible, offering services remotely in small groups or 1:1. IEP meetings were moved to virtual meetings to follow safety and social distancing guidelines. When students return to school sites, CESD will implement Special Education services utilizing methods that meet current safeguards. Students with disabilities will be provided the same instructional options as students in the general education setting. During this time of continued school closure, special education services and supports will continue to be provided in Distance Learning, to the extent possible. Our goal is to provide the maximum amount of in-person instruction, to the extent possible, while continuing to follow public health agency requirements for social distancing. Teachers and Related Service providers will utilize evidence-based practices, including differentiated instruction, and using curriculum aligned to district and state standards. The CESD team is developing plans for students that receive special education supports and services along the continuum of placement options.

Resource Specialist Program (RSP): Resource Specialist Program (RSP) students will attend as general education students would, with consideration given to ensure the health and safety of staff and students. RSP students will receive “core instruction and materials to address goal areas” at school and/or in distance learning platforms. RSP students will receive supports and services listed in their IEP’s, to the extent that is possible. RSP students will participate in Full Online Learning, as students in general education would, until health guidance authorizes the return to school. RSP students will continue to receive supports and services identified in their IEP through a distance learning model. Related services will also be provided virtually, as appropriate. An Individual Distance Learning Plan and amendment may be necessary to document a temporary model of schooling with an adjustment of service minutes.

Mild/Moderate Special Day Class (SDC) Program students, Deaf and Hard of Hearing (D/HH) students, and Moderate/Severe SDC Programs – Autism and Non-Categorical students: Students in the Mild/Moderate and Moderate/Severe SDC programs will receive service in distance learning platforms, until it is deemed safe to return to school. Consideration will be given to ensure the health and safety of all staff and students. While students in the Mild/Moderate and Moderate/Severe SDC classes are recommended to attend class every day (5 days a week) to receive the maximum support needed, due to health and safety recommendations, students will participate in a distance learning plan, at this time. Students will receive all the services noted in their Offer of FAPE on their IEP, to the extent that is possible. Special education students with significant health issues may need additional considerations when developing a plan for the return to school. For students who can come to the school campus, staff will identify the requirements of Personal Protective Equipment (PPE) for different populations and needs (i.e. those requiring medical procedures, feeding, or toileting support). If additional equipment is needed, guidelines and any appropriate training will be provided to staff. An Individual Distance Learning Plan and amendment may be necessary to document a temporary model of schooling with an adjustment of service minutes.

Related Services (Speech/Language, Counseling, Behavior Support, Audiology, etc.): Students will participate in distance learning, as general education students are, per health guidance at this time. During this time of Full Online Learning, students will receive services listed in their IEP's, provided virtually, to the extent possible. An Individual Distance Learning Plan and amendment may be necessary to document a temporary model of schooling with an adjustment of service minutes. For students with open IEP assessment plans, Special Education Department will develop protocols for testing, when students return to school. If students elect to attend in-person instructions once health guidance permits, students will receive services at school, as designated in their IEPs. If students opt to participate in Blended Learning or Full Online Learning, they will receive services listed in their IEP's at school and/or virtually, to the extent possible.

New Roles and Responsibility for Health and Safety Protocols

The roles and responsibilities outlined within this section are from CESD's Reopening plan. This plan was developed using recommendations from the Orange County Office of Education, Orange County Health Care Agency, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact the District's COVID-19 designee if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- **Parent and Student Engagement Department and Human Resources Department:** Actively model and support all required public health measures. Consult with Orange County Health Care Agency to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID-19.
- **Administrators:** Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements directed by the health care agency or health care provider.
- **Office Staff:** Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
- **Operations/Custodial Staff:** Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas daily. Contact Maintenance, Operations and Transportation (MOT) Department if a large-scale disinfecting/cleaning is required.

- **Food Services Staff:** Actively model and support all required public health measures. Implement one-way passageways through meal delivery. Ensure workplace has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- **Teachers:** Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- **School Nurses:** Actively model and support all required public health measures. Follow Orange County Health Care Agency's guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- **Bus Drivers/Transportation Staff:** Actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- **Support Staff:** Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

Additional Staff Expectations for Distance Learning

Teachers

- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite site administrators and training specialists to join Zoom Meetings
- Collaborate with other teachers and administrators to develop and administer regular common formative and summative assessments.
- Document all communication with parents within their online learning management system.

Teacher on Special Assignment (TOSA)

- Provide professional learning/coaching to teachers/administrators on distance learning and instructional technology.
- Be available to support teachers and school administrators with using distance learning tools throughout the day.
- Arrange office hours to be available to teachers/administrators.

Support Staff

- Be available to support teachers within the class and help students with assignments.
- Support student learning, provide enrichment programming virtually, and maintain attendance records for student engagement.

School Site Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Zoom.
- For Centralia Virtual Alternative Program (C-VALT): Organize office hours, synchronous/asynchronous learning so that the teacher is available to students/families.

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.]

Overall, social emotional learning, intervention, and Designated ELD have been embedded in the daily schedule for our students with unique needs. This was important to ensure that our students with unique needs have access to the supports to continue to grow academically and social-emotionally throughout any learning model that these students participate in. CESD also believes in maintaining the inclusion of every learner in our schools. In addition, careful attention to lesson design is a variable that will increase engagement and assist these students in whole group, small group, and personalized teaching and learning.

We will ensure that Low Income, Foster Youth and Homeless students have the resources they need to participate fully in distance learning by making direct contacts or home visits to anyone that is missing in the virtual classroom. CESD will provide wraparound services to students in need during distance learning by connecting with the families through a team effort of school principals, Community Liaisons, Social Workers, and other support staff as needed. These students will be monitored on a weekly basis to ensure that engagement is occurring. School principals will be responsible for monitoring the students with support from District administrators and staff.

Our District is providing support, equity, and access to all students as in the following manner.

Targeted Student Support and Intervention

- Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
- An intervention block is embedded in the daily schedule.
- Lesson design and daily schedule foster and support differentiation and a personalized education program for all students including our most vulnerable student populations.
- Professional development to increase staff growth for a rigorous and effective instructional program for our students.
- Parent training to provide our students additional support especially during distance learning.

- Interventions in the following areas will be incorporated throughout the school year: Academic, Behavior, and Social and Emotional Learning

Support for English Learners

- Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.
- To make grade-level content accessible for all students, CESD is provided a lesson design using a Universal Design for Learning (UDL) practices.
- CESD teachers and administrators will engage in ongoing collaboration on the use of UDL to support this effort.
- As a framework, CESD is using the Distance Learning Playbook by Hattie, Frey, Fisher. This resource will provide guidance for our teachers on how to plan for (a) providing students multiple means of engaging in content in a distance learning mode, (b) providing students multiple ways to access content in distance learning, and (c) giving students multiple ways to demonstrate their learning, with the ultimate goal being the development of expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal oriented. This represents a shift, with the new frame of reference of designing lessons to increase engagement and with student needs as the primary focus during distance learning.
- English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will align with the Distance Learning ELD [criteria](#) outlined by CDE.
- For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson.
- Teachers will receive professional development on ELD instruction within the Professional Development.

Distance Learning supports specific to Homeless Youth will include:

- Coordination & communication with homeless agencies and shelters to engage students in distance learning
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID-19 resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with CESD's Homeless Liaison to provide continuity of educational services as students transfer.

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, or e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.

Appropriate supports for students in Special Education

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Special Education services are provided to the extent possible, offering services remotely in small groups or 1:1. During this time of continued school closure, special education services and supports will continue to be provided in Distance Learning, to the extent possible.
- IEP meetings were moved to virtual meetings to follow safety and social distancing guidelines.
- When students return to school sites, CESD will implement Special Education services utilizing methods that meet current safeguards. Our goal is to provide the maximum amount of in-person instruction, to the extent possible, while continuing to follow public health agency requirements for social distancing.
- Students with disabilities will be provided the same instructional options as students in the general education setting.
- Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.
- Teachers and Related Service providers will utilize evidence-based practices, including differentiated instruction, and using curriculum aligned to district and state standards.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
<p>Technology Devices & Connectivity for Students and Staff <i>To ensure that students and staff have the devices and connectivity for Distance Learning, student Chromebooks, hotspots, and additional devices were procured. Additional outreach was made to provide technology devices and connectivity to Low Income, English Learners, or Foster Youth.</i></p>	\$1,704,230	Y
<p>Professional Development <i>To provide trainings and support for staff on new programs necessary for successful implementation of Distance Learning. Additional trainings focused on effectively supporting Foster Youth, English Learners, and low-income students.</i></p>	\$142,500	Y
<p>School supplies for at-home learning</p>	\$41,000	N

To ensure that all students had adequate supplies to successfully work from home, the District provided each student with a set of pencils, notebooks, crayons, scissors, etc.

Total

\$1,887,730

Y

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.]

Our daily schedule was carefully designed to ensure students' needs are addressed in any learning model (In-Person and Distance Learning). The Distance Learning schedule incorporated the core subject areas (ELA, ELD, and Math) to occur daily with the other subject areas (Social Studies, Science, Visual and Performing Arts- VAPA, PE, Electives) embedded throughout the week. In addition, careful attention to lesson design is a variable that will increase engagement and assist these students in whole group, small group, and personalized teaching and learning.

CESD Distance Learning 2.0 Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:00	Synchronous Learning	Synchronous Learning	Synchronous Learning	Synchronous Learning	Synchronous Learning
10:00-10:15	Recess/Break	Recess/Break	Synchronous/Asynchronous Learning Kinder: 10am-1:15pm 1st-6th: 10am-1:30pm	Recess/Break	Recess/Break
10:15-11:30	Synchronous Learning	Synchronous Learning		Synchronous Learning	Synchronous Learning
11:30-12:30	Lunch/Independent Practice	Lunch/Independent Practice		Lunch/Independent Practice	Lunch/Independent Practice
K: 12:30-1:35 1st-3rd 12:30-1:50 12:30-2:25	Synchronous/ Asynchronous Learning	Synchronous/ Asynchronous Learning		Synchronous/ Asynchronous Learning	Synchronous/ Asynchronous Learning

Synchronous Learning: Morning Meeting, Teacher live instruction in ELA, Writing, Math, Designated ELD (D-ELD), Intervention (small group instruction)

Asynchronous Learning: Independent Practice, Social Studies, Science, VAPA, PE, Choice Board, Student Assessment, Online Programs (I.e. i-Ready, ST Math, Epic, AR, etc.), Student Assessments

CESD purchased an online diagnostic and instructional component called iREADY to provide the data needed to enable student growth. The scheduled iREADY diagnostic assessment window, in Reading and Math, is the first 4 weeks of school. The iReady diagnostic will be administered four times during the 20-21 school year to provide the necessary data to inform and differentiate instruction. Professional development is also provided to our teachers to use this tool to get good data, set their instructional groupings and plan personalized instruction. This data-driven culture will assist our teachers in actively monitoring our students' proficiency levels and be able to respond immediately through differentiated instruction and set goals for increased student engagement. A strategic assessment calendar was created to monitor the progress of our students on a regular basis. These assessments will provide the necessary data needed to provide a tailored instructional program for each student in any setting (In-Person and Distance Learning).

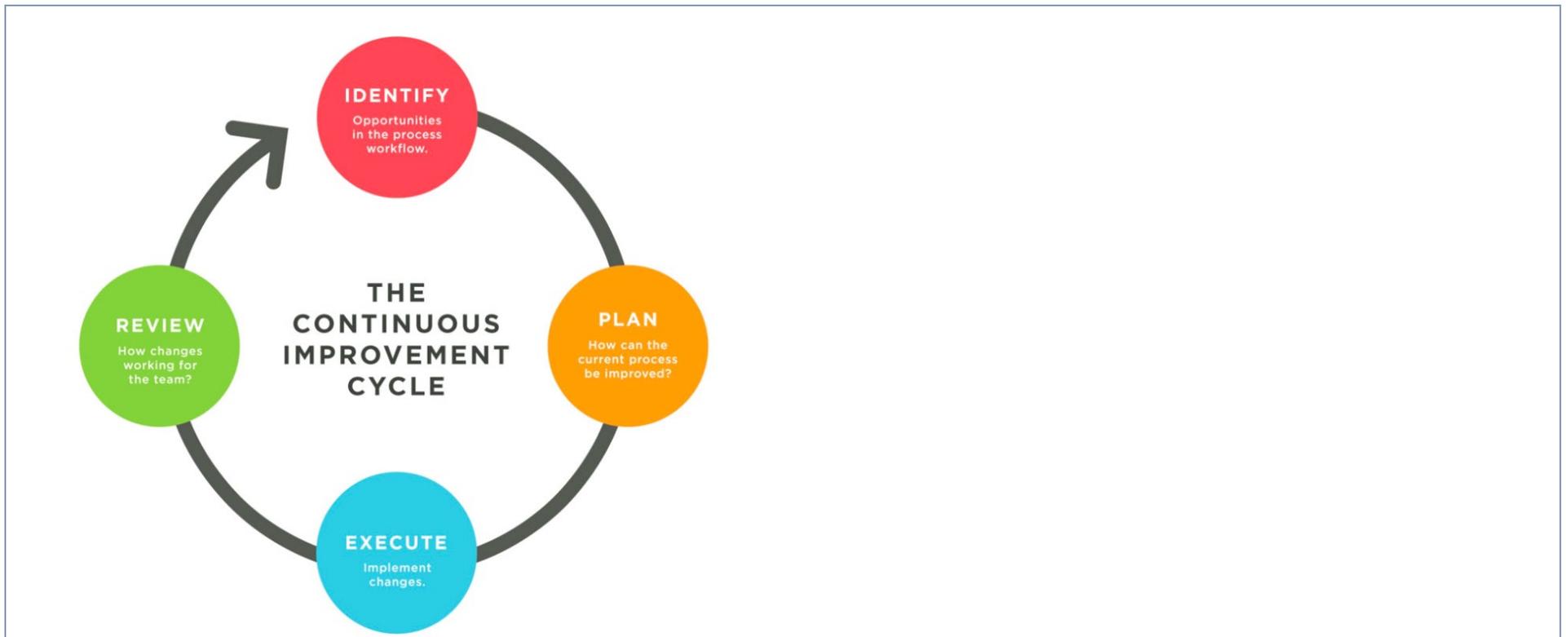
Pupil Learning Loss Strategies

[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

Teachers will begin academic assessments in the third or fourth week upon return, to identify specific learning loss by content and grade level. Once identified, teachers will offer remediation and targeted support to return learning to grade-level standard.

In addressing the learning loss and to increase learning progress, teachers have selected the most essential standards that are most critical for success in the student's current grade level. Teachers' decision-making will be based on evidence of learning to provide instruction that is targeted to student needs. This process will strengthen the systems and structures of support that are effective in the acceleration of student learning. Instruction on critical standards will be heavily emphasized throughout the 2020-21 school year, providing targeted instruction for the students so they can access the rigorous content for their current grade or course. To support this work, the Continuous Cycle of Improvement will be incorporated in grade level and site collaborative data cycles.

To address pupil learning loss, an intervention block has been incorporated into the daily schedule to ensure students are getting the supports needed to leverage their learning. Additionally, a second intervention block is provided for students in the daily schedule. Once we return in-person on campus, our afterschool and Saturday academies will continue to provide support in the state standards showing deficiencies. A Learning Lab intervention model is currently being created to provide another opportunity for our students, who need more, in an afterschool model. To address the learning loss for our unduplicated pupils' (Low Income, Foster Youth, Pupils with Exceptional Needs, Pupils Experiencing Homelessness), additional teaching staff will be used to provide interventions and small group instruction in ELA and Mathematics. This action will personalize student learning and provide additional the support needed to close the gap for this unique subgroup of students. Additional support staff will be provided to increase the intervention work in the classroom. Integrated and Designated ELD are also part of the daily schedule to ensure that our English Learners are developing their oral language fluency in English in a designated ELD block and increasing their access to the tiered academic vocabulary embedded in the daily lessons. TOSAs are providing support by providing professional development and coaching in this area to build capacity in our teachers and support staff.



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 supports and services will be measured through formative and summative assessments. All data points will be used to triangulate the data and inform instructional decisions. A consistent assessment calendar was created for the 20-21 school year to monitor the progress of our students. This data will be shared with staff and our parents to ensure that we are partnering together to provide the best instructional programming to our students.

**Centralia School District
Assessment Calendar
2020-2021 (180 Days)**

Back to School Night	10/14/20
ELPAC Testing	Initial Testing Ongoing throughout the year ELPAC (Summative) Testing (waiting for state guidance)
Academic Progress Monitoring	1 st Trimester complete by: Refer to district pacing guide (K-6) 2 nd Trimester complete by: Refer to district pacing guide (K-6) 3 rd Trimester complete by: Refer to district pacing guide (K-6)
Report Cards	1st Trimester (8/13/20 to 11/06/20) <i>Progress Reports</i> 09/18/20 @ P/T Conference <i>Opens</i> 10/26/20 <i>Principal Review:</i> 11/11/20 to 11/15/20 <i>Closes</i> 11/20/20 <i>Home</i> 11/20/20 2nd Trimester (11/9/20 to 2/25/21) <i>Progress Reports</i> 01/19/21 @ Spring P/T Conference <i>Opens</i> 2/12/21 <i>Principal Review:</i> 3/3/21 to 3/7/21 <i>Closes</i> 3/12/21 <i>Home</i> 3/12/21 3rd Trimester (2/26/21 to 05/28/21) <i>Progress Reports</i> 4/15/21 <i>Opens</i> 5/03/21 <i>Principal Review:</i> 5/19/21 to 05/23/21 <i>Closes</i> 5/28/21 <i>Home</i> 5/28/21
Parent Conferences	1 st Trimester 9/18/20; 9/21/20 to 9/25/20 2 nd Trimester 1/19/21 to 01/21/21
PE Testing (Grade 5)	<i>Tentative dates</i> (waiting for state guidance)
CAASPP Testing (Grades 3 – 6)	<i>Tentative Administration</i> (waiting for state guidance)
Open House	3/17/21 (tentative)

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Staffing Support for Students and Families <i>To ensure adequate staffing and training to address learning loss including trainings in Zoom, online programs, intervention strategies, etc.</i>	\$171,588	N
Distance Learning Online Programs <i>To ensure that students have the necessary online programs and learning management platforms to work on standards-based online work and increase engagement/communication. Additional focus provided for English Learners and low-income students.</i>	\$214,643	Y
Total	\$386,231	Y

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 attention to students' social, emotional and academic development is particularly important now, as many students and adults may have experienced extraordinary stress and trauma. By incorporating both Social Emotional Learning (SEL) and an asset-based, culturally sensitive trauma-informed lens, schools can create a foundation for supporting whole-child development.

CESD will provide mental health and social and emotional well-being through a multi-tiered system of supports. As always, the goal of CESD is to provide a safe and positive learning environment in our schools through implementation of Positive Behavior and Intervention Supports (PBIS). Teachers will provide lessons and support in Social Emotional Learning (SEL) in the classroom by using SEL resources such as Second Step and Sanford Harmony. In addition, mental health specialists such as District Social Workers and School Psychologists will be available to provide support for whole group, small group, and/or on an individual basis for tier 2 and 3 support.

CESD will work with the Orange County Department of Education regarding mental health resources and support for students and staff including training on trauma-informed practices. Parents will also be provided with various trainings and information modules regarding mental wellness so that they can help their children during these challenging times.

- ❑ Morning Meeting: CESD classroom teachers to conduct a "Morning Meeting" with all students in every classroom, offering opportunities for students and teachers to build a sense of community in the classroom and strengthen relationships in addition to providing an overview of the day's schedule.
- ❑ Second Step curriculum: CESD classroom teachers to teach the lessons from Second Step, which provides educators with tools and resources for teaching skills like emotion regulation. Lessons to be included in daily schedule and lessons plans.
- ❑ SEL/ Mental Wellness workshops/webinars to be offered by mental health professionals and other staff to students, parents, and staff. CESD will provide ongoing workshops and webinars for students, parents, and staff in the areas of Social Emotional Learning and mental wellness.
- ❑ Tier 2 and 3 social-emotional support for students as needed through the District's referral process. Site Principals will consult with Social Workers and/or Psychologists and site team members for next steps.
- ❑ Teachers will work with grade level team to brainstorm ideas to on how you will address student behavior and SEL.
- ❑ *Centralia Connects* Plan: is an approach that we will use as a District as we open up our schools virtually to our learning community. This is an acknowledgement that we must be intentional in an effort to build a community within our classrooms, our schools and our entire district.
- ❑ Sanford Harmony: CESD teachers will utilize Sanford Harmony to supplement SEL lessons, which provides the tools to build trust, encourage problem-solving, and establish a positive learning environment. Teachers can sign up for a free account via: <https://www.sanfordharmony.org/> to access the Sanford Online Learning Portal that provides tools to integrate social emotional

learning into your classroom, including classroom activities, SEL stories, role-playing games and sing-along songs. Trainings and resources are available free of cost online.

CESD has redesigned the work of the mental health professionals to provide Tier 1 support to students, parents, and staff in a virtual world. CESD will be providing trainings to address trauma and impacts of COVID-19. CESD will utilize a screening and referral process for students that need additional support to address trauma and other mental health and SEL areas. The mental health referral form and process has been vetted by legal counsel to ensure that privacy laws are followed. Information on services is shared via messages, emails, flyers, and on websites and social media in the parents' primary languages.

The return to school this year will be unlike any other in our history and will be emotionally charged for students and adults. This moment will call on all members of our school communities to deepen our social and emotional competencies and create equitable learning environments where all students and adults process, heal, and thrive. CASEL's five core social and emotional competencies, situated within the contexts of classrooms, schools, and communities, may feel familiar to many educators, but take on deeper significance as we navigate a very different type of schooling.



Figure 1: CASEL's Framework for Systemic SEL

SEL Critical Practices for Reopening



Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Prioritize relationships that haven't been established, engage in two-way communication, and build coalitions to effectively plan for supportive and equitable learning environments that promote social, emotional, and academic learning for all students.



Design opportunities where adults can connect, heal, and build their capacity to support students.

Help adults feel connected, empowered, supported, and valued by cultivating collective self-care and well-being, providing ongoing professional learning, and creating space for adults to process and learn from their experiences.



Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Ensure all students feel a sense of belonging; have consistent opportunities to learn about, reflect on, and practice SEL; examine the impact of the pandemic and systemic racism on their lives and communities; and access needed support through school or community partners.



Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Partner with students, families, staff and community partners to learn about students' and adults' ongoing needs and strengths, and continuously improve SEL and transition efforts.

CASEL's "Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School" <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

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.]

Pupil Engagement

Pupil Engagement is more crucial than ever as we begin the school year in a pandemic. To ensure that students are engaged, they will have the opportunity to participate in live Zoom sessions daily with their teacher. CESD classroom teachers will conduct a “Morning Meeting” with all students in every classroom, offering opportunities for students and teachers to build a sense of community in the classroom and strengthen relationships in addition to providing an overview of the day’s schedule. Teachers will utilize Social Emotional Learning curriculum such as Second Step to engage with students. All students will have the opportunity to engage in live synchronous instruction on a daily basis via Distance Learning or Virtual Program. The District’s goal is to have 100% of students participate daily in the live synchronous and asynchronous learning. Participation/attendance will be determined based on evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts with students or families.

The District will be utilizing the state-approved Participation and Weekly Engagement Log sample to document the synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. A student who does not participate in distance learning for at least part of an instructional day shall be documented as absent for that instructional day, and will be marked in Aeries as “2- Not Engaged in Distance Learning.” An automated phone call will go out to parents if their child is marked absent or Not Engaged in Distance Learning. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and students or parents or guardians. Students who participate each day will be marked with “1- Engaged in Distance Learning” in Aeries. Our Homeless students face greater challenges for engagement. We will monitor and follow up on concerns brought from students, families, teachers, and the administration to remove barriers.

Pupil Outreach

To ensure that all our students continued their education via distance learning, Centralia Elementary School District made concerted efforts to connect with all students and families. CESD will continue to communicate and connect with families in the new school year. CESD will prioritize efforts to distribute student technology devices and internet resources to every student that needs them, and provide food, community, and mental health resources for families. In addition, our mental health professionals will provide support to students. Parent and community resources will continue to be provided by the Parent and Student Engagement Department as well as the schools. Centralia Community Collaborative and District’s Neighborhood Resource Center will continue to be the hub for parent and community resources. CESD will continue to work with community partners to provide resources and information to families and to engage them with our schools and district.

Parent trainings will also be offered based on need, including how to access the online learning platforms, online programs, and tech support. CESD will provide clear expectations for distance learning for students, parents, and staff. Trainings, videos, and online information are provided in the primary languages of the district.

Centralia School District will follow tiered reengagement strategies for all students who are not engaged in distance learning.

TIER 1

School/district communicates to students and families about the importance of attendance, promoting a positive culture of daily attendance for all students. Schools will use the automated phone service and Parent Portal to inform parents about each “absence”. School to connect with family, verify absence, and determine needs including technology, health, or social services.

- School provides an engaging school climate.
- Impact of absences on achievement widely understood
- Absence data are monitored.
- Common barriers are identified and addressed.

Each week, teachers will select 25% of their students for a 1:1 phone conversation with parents regarding the progress of their students, any needs, and simply as a way to connect. Thus, each month, there will have been a minimum of one personal outreach to the family.

If a student is absent for 3 or more school days or 60% of the instructional days in a school week, staff will contact parents to inquire about the reasons and determine needs including connection with health and social services as necessary. Staff will contact principal if resources are needed, and document in Aeries Attendance Outreach. Schools will use phone calls, emails, text messages, social media, and school and district websites to communicate with families.

TIER 2 6-9% Absenteeism Rate YTD (Year to Date)

- School initiates School Attendance Review Team (SART) and creates a personalized intervention plan to address barriers to absences, connect families with community resources as needed.
- Safety conduct home visits if needed.
- Create personalized intervention plan such as providing caring mentors
- Send home/email letter for non-attendance for distance learning
- Within 3-4 weeks of SART meeting, a member of SART will follow up with parents/ guardians.

TIER 3 9-10% or more Absenteeism Rate YTD

- Coordinate school and interagency response through SARB. Parent/guardian and student will meet with a multi-agency board that will include a representative from the school, district, child welfare and attendance, and community representatives.
- SARB will review case and determine next level of interventions, focusing on support during distance learning.

2020-21 TIERED ATTENDANCE OUTREACH

Centralia School District will follow tiered reengagement strategies for all students who are “Absent” from online or in-person learning.



2020-21

TIERED
ATTENDANCE
OUTREACH

TIER 1

School/district communicates to students and families about the importance of attendance. School uses the automated phone service and Parent Portal to inform parents about each “absence”. School to connect with family, verify absence, and determine needs including technology, health, or social services.

- School provides an engaging school climate.
- Impact of absences on achievement widely understood
- Absence data are monitored.
- Common barriers are identified and addressed.

Each week, teachers will select 25% of their students for a 1:1 phone conversation with parents regarding the progress of their students, any needs, and simply as a way to connect. Thus, each month, there will have been a minimum of one personal outreach to the family.

If a student is absent for 3 or more school days or 60% of the instructional days in a school week, staff will contact parents to inquire about the reasons and determine needs including connection with health and social services as necessary. Contact principal if resources are needed. Document in Aeries Attendance Outreach.

TIER 2 6-9% Absenteeism Rate YTD (Year to Date)

- School initiates School Attendance Review Team (SART) and creates a personalized intervention plan to address barriers to absences, connect families with community resources as needed, and, if appropriate, sign an Attendance Contract with parents/guardians committing to adhere to an attendance improvement plan. Inform guardian that the 10th absence can lead to SARB. Document in Aeries.
- Create personalized intervention plan such as providing caring mentors
- Within 3-4 weeks of SART meeting, a member of SART will follow up with parents/ guardians.

TIER 3 9-10% or more Absenteeism Rate YTD

- Coordinate school and interagency response. Parent/guardian and student will meet with a multi-agency board that will include a representative from the school, district, child welfare and attendance, and community representatives. Document in Aeries.
- SARB will review case and determine next level of interventions.

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.]

Centralia Elementary School District will continue to provide nutritious and adequate meals to students for both on-site students and off-site students. Through both scenarios, Centralia Food Services will continue to follow the National School Lunch Program guidelines to ensure all meals are of nutritious standards and are properly accounted for. Meals will be provided to any Centralia enrolled student based on their Free & Reduced Eligibility status or their current enrolled school's provision. Each meal provided will be processed through a Point-of-Sales system. This accountability will allow for Centralia to monitor the outreach of the program and make any necessary adjustments to better serve our community.

During each service day, students will acquire meals in the manner of:

ON-SITE:

- Students will report to the cafeteria line with their cohorts to acquire a school meal.
- All meal components will be individually wrapped to ensure the safety of each meal consumed.

OFF-SITE: (APPROVED BY USDA WAIVERS)

- A Drive-Thru Meal Service will be available at select school sites for families to come and acquire meals for any child 18 or younger.
- Upon arrival, the District will require families to provide basic information about their enrolled student (Name, Enrolled School, Lunch Pin #). Upon verification, the District will provide the family with a sack lunch consisting of a complete reimbursable meal.
- Drive-Thru Service will be available on all days that school is in session.

Concluding all meal service will be a thorough cleaning and sanitation session of site kitchens, cafeterias, food warehouse, and central production kitchen. Frequent cleaning and disinfecting will occur throughout the service day which includes hands, kitchen equipment, furniture, POS systems, etc. Centralia Elementary School District will communicate all service updates via email, phone, flyers, social media platforms, school websites and personnel to ensure families are aware of our meal service.

In addition to providing school meals, CESD works with community organizations to provide food resources for families.

Additional Actions to Implement the Learning Continuity Plan

[additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Social & Emotional Learning	<i>To ensure teachers and administrators have a universal screener, curriculum, and resources to address any gaps in students' social and emotional competencies.</i>	\$170,450	N
School Nutrition	<i>To ensure students have nutrition, staff is hired to prepare the meals, disseminate the meals to our students, and to provide enhanced cleaning. Low-income families are connected with additional food resources as needed.</i>	\$314,851	Y
Total		\$485,301	Y

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
17.6%	\$5,876,000

Required Descriptions

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

CESD will continue to provide access and equity in our educational programming for our unduplicated pupils (UDP). It is our priority to offer rigorous educational programming, implement effective instructional practices, and provide high-quality professional development for our teachers, support staff, and administrators. Our District expenditures will support positive and safe school learning environments, collaboration, building strong pedagogy, and build classroom structures that are safe in this pandemic. CESD is committed to supporting the learning of our English Learners, low income, and Foster/Homeless Youth. Additional supplemental funding will be allocated to sites to support the learning models based on our UDP population to continue to provide first, best instruction and intervention for our Low Income, English Learners, and Foster/Homeless Youth students.

Actions Related to Technology Access for Low Income, Foster Youth, and Homeless Pupils

Actions related to increased technology access contribute to the increased and improved service requirement because it was evident that students from low income families struggled to access instruction in Distance Learning. CESD provided these students with access to digital learning devices and internet connectivity because we believe it will be effective in mitigating learning loss, allow for daily live interactive with teachers, and keep these students engaged. In addition, parent trainings will be offered to families with interpretations in their primary language to ensure that they are connected to technology.

Actions Related to Distance Learning Online Programs

Actions related to distance learning online programs contribute to the increased and improved service requirement because it was evident that our UDP students needed online programs to mitigate their learning loss. Additional focus is provided for UDP students to use features of the online programs that support additional interventions and mitigation of learning loss.

Actions Related to Professional Development

Actions related to professional development contribute to the increased and improved service requirement because it was evident that our Foster Youth, English Learning, and low-income students needed additional support during distance learning. In order to provide the supports for students, it was important to provide the appropriate trainings for staff focused on effectively supporting Foster Youth, English Learners, and low-income students. Additional professional development has been provided for certificated and classified staff to support our UDP students.

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

CESD is committed to ensuring that our students, including our English Learners, Low Income, and Foster/Homeless Youth, have the necessary support in developing their social and emotional competencies. A team of social workers has been kept intact during this time to address our student needs through counseling, referrals, programming, and partnering with our families.

Our District created a new learning model, called the Centralia Virtual Alternative Program (C-VALT), to give our families another option to choose from. This alternative program provides a more flexible, independent model that our students can thrive in and parents can partner with our educators in the process. Online standards-based curriculum, called Accelerate Education, was purchased for this program. Professional development has been provided to train the teachers and administrators for a successful implementation.

Another area that our District focused revolved around increasing engagement of our students in distance learning through investing in strengthening connectivity and offering devices for our students. Although our District is sharing information on how to obtain WIFI access through reduced pricing internet service, we also invested in hot spots for our families. Additional devices were also purchased to ensure all our students have the tools necessary to participate, engage, and learn during COVID-19.

Ensuring a safe environment is critical during this time especially as we prepare to open schools for in-person learning. Through multiple stakeholder meetings, along with aligning with local and state guidance, our District purchased the necessary personal protective equipment (PPR) to safeguard our schools, classrooms, and other common areas to keep our students, staff, and families safe. Providing this equipment is essential to the safe opening of our schools.

CESD's actions related to increased or improved services for Foster Youth, English Learners, and Low-Income students prioritize learning for these students and the actions go above and beyond to support the UDP students. Additional outreach will be provided for UDP students to ensure that they are connected to learning remotely, and that any barriers to learning are addressed immediately. Students and families are connected with resources including technology, food, social services, social emotional support, etc. to ensure that barriers to do not exist in their learning process. In addition, parent trainings will be offered to families with interpretations in their primary language to ensure that they are connected to technology, and they are proficient in utilizing the online programs from home. Additional trainings are also offered to staff to effectively meet the needs of UDP students. Furthermore, to prioritize the learning of English Learners, teachers are expected to provide ELD to ELs and indicate that on their weekly schedules for parents.

Actions described in this plan that are implemented districtwide with the intent to principally benefit unduplicated students include:

- **District Neighborhood Resource Center:** This service works in tandem as a hub for students and families to access a range of resources, including mental health supports, immunization, transition, family counseling, attendance intervention, and suicide risk/response and intervention. While all students and families have access, these resources, are intended to meet the needs of youth and families that experience higher rates of health challenges and accessing services on their own. Again, this is intended to primarily benefit unduplicated students and other vulnerable youth. The Neighborhood Resource Center is intentionally housed in our Title I school with the highest percentage of English Learners and low-income students.
- **Community Liaisons:** We have a Community Liaison at each of our Title I schools as well as a Districtwide Community Liaison who is housed at the District Neighborhood Resource Center. The Community Liaisons' focus is to connect families of the UDP student population to ensure their success in school.
- **Social Workers-** The District Social Worker can serve all students at the district, however, the intent is for them to principally benefit the unduplicated students. The Social Workers work to provide resources for UDP students including Foster Youth and Homeless Services.
- **Teacher Collaboration Time:** This weekly time is provided to certificated staff to collaborate on ways to meet the needs of unduplicated pupils. This time has increased importance during the current year as staff collaboration will need to address pupil learning loss. Given the anticipated disproportionate impacts of learning loss on vulnerable students, which include unduplicated students, staff will need to collaboratively plan for instruction that addresses those impacts.
- **District Translators:** District Translators support the translations needed for English Learner students' families. They principally benefit the English Learner UPD community.