

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|---|
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General Information

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

The crisis of COVID-19 has created a tipping point for education. Our children deserve a safe environment that promotes learning, healthy relationships, and positive social interactions. They need opportunities to grow intellectually and emotionally while feeling connected and secure. CVUSD is committed to offering families flexibility by expanding the times when children may attend school, connecting to a wide range of resources both on-line, on-site, and in the community.

The demands for high quality, flexible, and accessible “child care” are critical to working families. COVID-19 related disruptions to work have led to a range of uncertainty for families with layoffs, partial employment, flex scheduling, quarantines, phased openings, reduced hours, gig work, etc. CVUSD can support families and help get our community back to work by expanding our flexibility with staffing models, operational hours, and use of space.

To start the 20/21 school year, CVUSD is ensuring the continuity of learning by:
engaging stakeholders and addressing their concerns.

identifying and designing opportunities for on-site and distance learning, as well as a hybrid model combining on-site and distance learning.
addressing student learning loss as a result of Covid-19 related interruptions.

monitoring and supporting student and staff mental health and social and emotional well-being.

strengthening student engagement in distance learning and providing a tiered outreach approach to identify and include all students struggling with access providing meals for students eligible for free or reduced-price meals, regardless of whether they are participating in on-site instruction or distance learning.

providing, expanding, and increasing services for Foster Youth, English Learners, and Low-Income Students.

Stakeholder Engagement

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

Engaging Stakeholders

Through routine and diverse stakeholder engagement, CVUSD has been able to translate the needs of our community into meaningful outcomes included in the Learning Continuity and Attendance Plan. Since closures in Spring, over fifty stakeholder meetings have been held with multiple groups to gain a better understanding of current needs and plan for potential solutions. Reopening feedback has been provided from parents, certificated staff, classified staff, District English Language Advisory Committee, and community members. Twenty-seven site townhall sessions were hosted by our governing board president in order to understand the specific needs, recommendations, and concerns from each of our schools.

The CVUSD Reopening Plan was shared and approved at a special board meeting and has been posted on our website for public review and comment. Multiple translated community videos have been created and shared outlining stakeholder feedback to date and our response to the ongoing needs of our community. Parent surveys were provided in June and August to capture family needs and instructional model preferences based on the changing options due to updates in health orders. All surveys were translated. Site staff received feedback and answered clarifying questions from parents and community members. Interpretation was provided both centrally and at the site level. Paper copies of surveys were offered at sites for parents to complete for families with technology barriers. Site staff and central family liaisons called all families that had not returned the needs survey to ensure all families had an opportunity for feedback and choices regarding the fall reopening program. Again, interpretation was offered for families that speak a language other than English.

Since school closures, CVUSD board meetings have been held via Zoom. Public comments have been either in person or submitted electronically and read during open sessions. CVUSD has notified members of the public about the opportunity to submit written comments regarding specific actions and expenditures proposed in the Learning Continuity Plan.

A public hearing was held on September 8, 2020 in which the Learning Continuity Plan was shared with the board and community. The Learning Continuity Plan was then submitted for approval on September 22.

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

Due to social distancing, all public meetings and hearings have been available online via Zoom. Public comments are submitted electronically and read by the board president during open session.

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

Stakeholder Feedback

Parents

Based on experience during distance learning in the spring, some parents shared the need for more rigorous online learning and instruction. Families requested more live teacher directed instruction in addition to independent activities provided on the centralized grade level playlist. Furthermore, many parents expressed a concern with learning loss during school closures. They were concerned with students falling behind academically and the social emotional issues that students were experiencing with a lack of socialization with peers and live interaction with staff. This was emphasized by parents with children having unique needs. Overwhelmingly, parents shared the need for on site instruction and care in order for them to continue to work and support their family.

Teachers

Staff shared the need for additional training in distance learning, specifically in how to use curriculum and instructional strategies to best meet the needs of their students. In addition, middle school teachers expressed the need to give all content areas the ability to have face to face interaction with students on a routine basis. Most all staff have shared the increased time needed to plan and transition within any new instructional model.

Principals

Principals shared the need for professional learning and time to plan for reopening options. They shared that ongoing data is needed to plan for student achievement and on campus instructional models. There was a high request for additional site personnel to support student groups in a return to on campus learning. Additional safety supplies were needed and requested by all site principals.

Classified Staff

Classified staff requested additional training in on campus safety protocols as well as increased professional learning of online programs to support students in distance learning. Many classified staff members requested the opportunity to expand their current roles and contract hours to provide additional support to students and our learning and care programs.

Pupils

Middle school site student data revealed that many students enjoy the benefits of self pacing work throughout their day from home. The most significant concerns related to distance learning were related to managing six periods per day. The time it takes to attend each class and track/complete assignments daily. More than half the students reported that they would prefer a reduction in daily screen time.

Local Bargaining Units

The Cajon Valley Education Association (CVEA) and California School Employee Association (CSEA) have met routinely with district staff to reach agreement on the changing learning opportunities and needs of CVUSD students. At the forefront of these conversations, both associations have focused on the safety of staff and students as we provide options for learning during campus closures. The associations have also maintained a priority on providing flexibility and options for staff affected by COVID-19.

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

Based on feedback, some of the areas CVUSD is addressing include:

A shift in distance learning instruction from a centralized grade level playlist to a teacher generated curriculum with a significant increase in live teacher directed instruction and support.

A reduction in asynchronous minutes with an increase in synchronous instruction to better support students learning at home.

An increase in childcare options and availability.

Investigate a potential block schedule to increase student focus in daily academic offerings and minimize overwhelm

Nearly thirty percent of students took part in the Summer Enrichment program in which staff and students practiced and learned new safety procedures for on campus learning. Hearing our community's need for care and the need for work, CVUSD applied and was approved for waiver to provide on campus learning for students.

In order for our staff to address recent learning loss, CVUSD has committed to:

focusing districtwide on attaining current individualized ELA and mathematics student data to provide personalized support for each student throughout the 20/21 school year.

providing Staff training was provided in distance learning practices to increase learning outcomes and student engagement.

purchasing additional online programs to provide student diagnostics in ELA and mathematics, middle school reading support, and learning management system to track student growth.

providing Site additional, volunteer compensated time to prepare for the start of distance learning in the fall.

designating September 8th as a non-student day (in exchange for our January date) to provide time for staff to plan for the initiation of the hybrid model.

providing all staff teaching in the A/B hybrid model an additional 8 hours of compensation to prepare lessons for both in-person and distance learning.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Providing In-Person, Classroom-Based Offerings

Summer Enrichment

In anticipation of continuing safety guidelines in the fall, summer Enrichment was held to prepare both certificated and classified staff in teaching and supporting students under the current safety guidelines.

Fall Through Winter Break

As we return to school for the 2020/2021, we will begin the year in 100% distance learning based on updated state guidance in June. CVUSD applied for a waiver to offer some in-person offerings for families in need of on-campus support. In order to safely provide on campus learning opportunities, we will have both staff and families complete surveys related to their interest in participating in one of two programs:

continuation of one hundred percent distance learning or a two day a week on campus offering.

These fall surveys and an analysis site physical capacity will determine the number of offerings for, in person instruction beginning September 2020.

Offerings may vary based on factors including:

Family interest to return to campus

Physical capacity of each site to support social distancing and safety precautions

Support for students who have experienced significant learning loss and/or are at greater risk of experiencing learning loss due to possible future school closures

This first phase of instruction offerings will take place from September through winter break. In the subsequent months, and until winter break, each site administrator will continue to assess family readiness and campus capacity to safely increase the opportunities for onsite instruction. Sites will transition students on campus with a focus whenever possible on populations who may be experiencing significant learning loss.

In addition, child care will be offered to staff, essential workers, while prioritizing enrollment for foster youth and homeless students.

Winter Break through Spring

Continue to monitor safety guidance and expand on site learning opportunities based on parent interest and site capacity with the goal of transitioning 100% of students back to campus.

Data:

Initial baseline data will be collected through parent surveys in September 2020. Students will be prioritized based on needs indicated in this initial survey and IEP needs.

In person instructional offerings data will be collected three times per year: September 30, December 30 & April 30, including parent surveys as well as iReady diagnostic data to monitor potential learning loss.

Leadership responsible for continuous monitoring: Site and Educational Service Leadership Teams

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Management Planning | \$32,194 | No |
| A Committee of Educators (Committee of 100) | \$335,445 | No |
| Professional Learning for staff to prepare for In-Person Instruction | \$178,231 | No |
| Site reopening planning and student lesson planning focused on grade level pupil academic achievement and/or mitigate learning loss related to COVID-19 school closures. | \$762,750 | Yes |
| Hired one additional resource teacher through December 2020 for additional support at each site. | \$1,300,000 | No |
| Child Care will be offered to staff, essential workers, while prioritizing enrollment for foster youth and homeless students. | \$1,371,276 | Yes |

Distance Learning Program

Continuity of Instruction

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

Providing Continuity of Instruction through Distance Learning

During the 20/21 school year, CVUSD will provide the most consistent learning experiences possible regardless of constraints related to offering on-campus learning. Students need consistent experiences to grow both socially and academically. The following program elements will allow for consistent experiences regardless of student participation in 100% Distance Learning, Hybrid 2- days on campus, or 100% on campus.

CVUSD was well positioned for an immediate shift to distance learning. Our students have been working in a 1:1 personalized learning environment since 2014. The practices developed within this learning model have helped students more naturally transition to distance learning. CVUSD recognizes that students are not able to access all on site resources at home. To bridge this gap, all CVUSD students were provided with backpacks and essential school supplies to begin the new school year.

Teachers continue to provide academic instruction and whole child support, serving as advisors to their students. This role as an advisor requires knowing each student in meaningful ways, including understanding the strengths, interests and values of each student as well as challenges they face and fears they may have. Knowing students deeply, provides information to create and support personalized learning. The use of the Learner Profile will assist teachers in understanding each student as an individual. Advisors will support the social emotional needs of students as well as peer interaction within all instructional models.

Traditional time on campus cannot be replicated under any of the new instructional models and will require more time in preparation for learning. To mitigate learning loss, staff will:

- Focus instruction and learning on identified CVUSD priority standards

- Increase instructional time on content area standards deemed most significant to support student growth by CVUSD teachers and staff

- Utilize access to the CVUSD core curriculum.

- Provide opportunities for both digital and print reproduction for paper and pencil learning

In addition to the core curriculum, supplemental programs have been acquired to support distance learning and personalized learning in the classroom. Additional programs were purchased to address literacy and mathematical needs. Beable, IReady, Lexia, and Khan Academy were purchased to support individualized learning for distance learning and in person instructional opportunities. Prior to COVID, CVUSD was in the process of building Open Educational Resource (OER) for middle school science. Recognizing that this work would be challenging in our current environment, the choice was made to adopt Amplify Science for grades 6-8. CVUSD will continue to build standard progression for our newly adopted learning management system (LMS) during the 20/21 school year.

If health orders require the suspension of in person learning, CVUSD will transition all students to our existing distance learning program. All efforts will be made to maintain current rosters of students to teachers to preserve continuity of learning.

Data:

Initial baseline data: Due to the Williams Audit, an instructional materials survey was conducted and a Textbook Sufficiency Hearing is scheduled for September 22 to collect input of sufficiency of materials and equipment. In addition to core curriculum, all students have access to a device, and will be surveyed on adequate internet access during initial enrollment.

Data will be collected by: Teacher Feedback on Priority Standards and Instructional Materials will occur after each trimester. Teacher advisory teams will continue to guide and provide feedback on supplemental programs as well as priority standards work.

Data will be monitored three times per year: Baseline Sept 30, December 30 & April 30
Follow Up and Monitoring: Site and Educational Service Leadership Teams

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.]

Providing Students with Access to Devices and Connectivity

To continue to ensure student access to 1:1 devices and the internet, families received questionnaires asking if:

Students currently have a device

The family had adequate internet access to support their child/children during distance learning.

The data from these questionnaires was then analyzed by both central and site staff. Based on the data from this questionnaire, Information Technology provided devices to all students Preschool- 8th grade. To date, 17,000 devices have been distributed to the 17,009 students enrolled in CVUSD.

Free and reduced internet programs will continue to be shared with qualifying families. Grants were written to provide additional hotspots to families who required additional bandwidth for their students to take part in distance learning.

Incomplete family surveys are tracked and both site and central staff are using all available information to make contact with families to support them in completing surveys to identify any additional needs.

Once initial enrollment is complete, internet access will be tracked through our student information system using our participation module. A report will be available that can be run by site or district staff, to track all students who are struggling with adequate connectivity. Attendance teams will run this report at each meeting, and will work with families to get internet access, and with site staff to ensure comparable instructional materials until internet access is available.

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.]

Measuring Pupil Participation and Progress

Using the CVUSD student information system, Zangle, certificated staff will capture daily attendance and engagement data for their students. Daily attendance participation and time valued engagement activities will be combined to calculate daily instructional minutes.

Student Attendance:

Each teacher will document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. This includes the requirement of daily live interaction, a two-way communication between a certificated employee and students and peers each instructional day, at the actual time of occurrence. A student who does not participate in distance learning on a school day shall be documented as absent for that school day.

Student Engagement:

Each teacher will document daily engagement opportunities which may include any evidence of:

participation in online activities

completion of teacher assignments

Zoom attendance

completion of assessments

contacts between teacher and/or other school employees with students and/or parents or guardians (can be email or phone contact).

Value of Pupil Work

Certificated staff will determine the time value of student assignments and participation opportunities.

Data:

Initial baseline data will be collected: Starting September 1

Data will be collected by: Educational services in SIS using an Engagement Module

Data will be monitored each week to determine students engaging in less than 60% of learning opportunities per week which will result in tiered intervention. In addition, three times per year: December 30 & April 30 districtwide disengagement (60% or less) will be analyzed

Who is responsible for monitoring: Educational Services staff and site staff

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.]

Providing Distance Learning Professional Development

Prior to the end of the 2019/20 school year, staff participated in a professional learning survey. The goal of this survey was to better understand staff's distance learning needs. Results of this survey revealed:

A greater need to understand current instructional resources and
How to effectively apply these resources in an online or blended environment.

Staff was offered the following professional development and resources to support students in both distance learning and blended environments:

- Architect of an online classroom space
- Architect of effective playlists and learning plans
- Architect of virtual synchronous and asynchronous learning
- Developing a student shared vision for learning
- Developing a classroom code
- Developing a standard operating procedures
- Uses of classroom circles
- Use of restorative practices and circles
- Building trust with families
- Use of SEL standards & curriculum
- Use of Career Development standards & curriculum
- Use of presentation literacy standards & curriculum
- Use of IReady diagnostics & assessments
- Use of 2020/21 Content Area Priority Standards

We will continue to focus on these areas of professional development throughout the 2020-21 school year. Additionally, we are working with our teacher association on further needs assessment surveys throughout the year. We will also be offering resources and professional development around structuring synchronous and asynchronous time with block scheduling through our hybrid model.

Staff Roles and Responsibilities

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

New Staff Roles and Responsibilities

COVID-19 caused drastic changes to education and the need for flexibility in our roles as educators. CVUSD teachers immediately saw the need to provide stability to our students as schools closed. The day-to-day wellbeing of each student was the primary focus as students began learning from home. Teachers have always supported students academically and emotionally within the classroom. With distance learning, teachers became advisors as well as instructors. Staff would check daily on the wellness and needs of their individual students and respond with the necessary resources. Academic instruction continued with a more intense focus on the primary needs of students.

These needs are being met by teachers understanding their students and building even greater trust and communication with our families. Distance learning has shifted many to working more collaboratively with peers and departmentalizing content area instruction to better meet the individual needs of students. As we begin to transition students back to school, the teaching role is expanding to support health guidelines including the daily on boarding of students and monitoring and some sanitizing of our physical environments to keep students and staff safe. In the secondary setting, some staff members have been asked to use specialized credentials in order to provide full instructional offerings to middle school students. To support family choice, some staff will temporarily continue to teach 100% distance learning and others will return to campus to support our hybrid model. Classified staff members are providing additional support on campuses by extending current work hours and flexibility in job responsibilities. There has been an ongoing need to have classified staff provide additional student supervision in our employee child and emergency worker support programs. Daily meal and instructional supply distribution requires additional staffing to support daily distribution. Many classified staff members, who traditionally support students in the classroom have transitioned to online support services during distance learning. Custodial staff, maintenance, purchasing and the print shop are providing additional services to provide daily sanitizing equipment, PPE, and all required signage to keep our campuses safe. We appreciate the flexibility that all staff has shown to support our students and 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.]

Supporting Pupils with Unique Needs

Distance learning can be challenging for any student. CVUSD recognizes that this model creates greater obstacles for students with unique learning needs and has created specific plans to minimize learning loss.

Special Education

CVUSD will create professional learning opportunities designed to prepare teachers and related service providers to support academic achievement and mitigate learning loss of SWD related to COVID-19 school closures. CVUSD will enhance learning support for SWD by: providing alternate standards based accessible curriculum in a digital format
supplemental curriculum for targeted skill development and in-home support through contracted non-public agencies when appropriate provide digital learning access, not previously available, and specialized equipment for preschool age students and students who require assistive technology for access.
provide and utilize online diagnostic tools to assess learning needs, identify gaps and determine appropriate special education services.

CVUSD will address barriers to student engagement impacting academic progress in various ways that may include:

Increased counseling

Incentives/reinforcement systems

In-home parent training through contracted non-public agencies

CVUSD will address learning loss by providing compensatory education when appropriate, including but not limited to an extension of the school year for students who do not qualify for extended school year services.

English Learners

Based on iReady student data and language proficiency levels, a learning mitigation plan will be developed utilizing synchronous and asynchronous learning. Students will receive their required designated ELD synchronous minutes in small groups daily based on student language acquisition needs. ELD instruction will utilize language acquisition best practices. Professional learning will be ongoing through digital badging and focused on providing EL students with equitable access to online curriculum and instruction.

Integrated ELD will occur across all content areas as determined by ELA/ELD priority standards. In addition, asynchronous learning will utilize adaptive programs to decrease learning loss and provide personalized instruction based on language acquisition needs. Emerging K-5 students will receive 30 minutes daily of targeted support using the adaptive Language Acquisition program Imagine Learning English. All 6-8 English language learners will receive 45 minutes weekly of adaptive curriculum targeting student language acquisition needs. In addition to identifying ELA priority standards, ELD standards will be prioritized between integrated and designated instruction.

Homeless & Foster Youth

Students who are homeless/transient and/or in the foster care system are especially vulnerable to becoming disconnected from their school community. School teams are asked to account for these students, and document their efforts.

Our district liaison will:

communicate to all families using a new affidavit form, via US Mail and email.

gather information from families at enrollment who indicate homeless/transient status, and coordinate needed services.

create a process for families to complete the TRA at the time of electronic enrollment.

gather information from the family information questionnaire and coordinate needed services.

update district website links to provide easier access to resources.

encourage school office staff to serve families at school sites to minimize travel and time to access needed services.

School Counselors will:

monitor contacts with homeless/foster youth.

compile students with current status, using information from Liaison.

identify students who may become eligible for support.

use a consistent tool to document contact and needs.

make contact with each student, using all available information in the student information system, with first contact happening within the first two weeks of school and the second contact can happen in October-November (before end of first trimester).

contact with each student (date(s) of contact)
 current living situation and wellbeing
 current access to technology and instructional resources
 Chromebook & Internet
 access to meal distribution
 resources provided or offered, such as:
 Food
 Technology
 Curriculum (printed packets)
 Additional Support
 Additional outside resources.
 Child Care/ Extended Day

assist family in submitting a Transitional Residency Affidavit (TRA) if staff member becomes aware of a student who may meet Homeless/Transient eligibility criteria

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Online Programs including Beable, Amplify, Khan Academy, Lexia, Empower. The descriptions for how this actions contribution to increasing or improving services are in the sections above as well as the following sections. | \$1,207,239 | Yes |
| Assessment of families' access to internet and technology. Purchase of Chromebooks and Educational Software. | 3,700,782 | Yes |
| Summer Academy and Curriculum Webinars | \$1,187,314 | No |
| Supports for Pupils with Unique Needs as described above. | \$6,826.957 | Yes |
| Distance Learning Preparation: Summer Educational Services Planning Learner Profile, Graduate Profile, Priority Standards, Fall School Supplies. The descriptions and cost for how this actions contribution to increasing or improving services are in the sections above. | \$770,761 | Yes |

| Description | Total Funds | Contributing |
|--------------------------------------|-------------|--------------|
| Summer Educational Services Planning | \$150,000 | No |

Pupil Learning Loss

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

Addressing Pupil Learning Loss

Due to school closures, summative CAASPP and ELPAC data will be unavailable for the 2019-2020 school year. In order to assess and measure learning loss for all students, we will be implementing the iReady diagnostic for grades K-8 in English Language Arts and Math in September 2020. Based on this diagnostic data, district and site administrators will conduct a needs assessment using the iReady dashboard, as well as our partnership with CORE dashboards to triangulate additional data points (CAASPP Interim Assessments, 18-19 Summative data) to measure learning loss and create a plan based on current data. In addition to the iReady diagnostic, we will be giving a local assessment for English Language learners to measure English Language proficiency in September 2020.

iReady diagnostic data will be collected three times a year to measure student growth. In addition to iReady diagnostic data, teachers will have access to the CAASPP Interim assessments as well as curricular assessments for formative assessment needs. A centralized assessment calendar has been created and distributed to all staff to ensure frequent data collection, as well as professional learning modules that support staff with formative assessment using digital tools.

In order to support this work, the Ed Services team will hold Learning Mitigation meetings with each site to review iReady diagnostic data (three times a year) and to develop and monitor adaptive program implementation plans. Data will be analyzed based on all student performance as well as student groups to reveal and address potential equity gaps within academic growth (English learners; low-income; foster youth; or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness).

Our Family and Community Engagement Department created multiple parent support videos and translated them in our four primary languages. They are posted on our website for 24/7 access, as well as, we will offer 24 live zoom sessions a week for the first month hosted by community liaisons. During each session, parents will be welcomed, view the video, and then provide support through a Question and

Answer session in their home language. After the first month, we will evaluate our attendance and offer more or fewer sessions. New classes will be added as needed.

Pupil Learning Loss Strategies

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

Implementing Pupil Learning Loss Strategies

In order to address learning loss and to accelerate learning progress for all students, we have identified priority standards in each subject area to support focus, gather resources, and track student growth. In order to ensure support for our English Language Learners, ELD standards will be identified and integrated into ELA, Math, Science, and Social Studies units. Standards that do not easily integrate will be the focus of designated ELD time.

Professional Learning for implementing the iReady diagnostic, as well as a districtwide data analysis protocol will be provided to support staff in identifying individual student's areas of need, as well as how to effectively eliminate that gap using district resources. For the 20-21 school year, in addition to the iReady diagnostic assessment, we will be implementing an iReady adaptive curriculum that focuses on students strengths and weaknesses. Students will receive assignments specifically based on their needs based on diagnostic data.

In order to increase engagement in Middle School, we will be implementing Beable, which is an interest based reading program based on Lexile. Students will be able to read articles based on an interest based pre-assessment. In addition, Lexia will be added as an additional support, as we have identified middle school students reported less engagement in iReady ELA lessons during distance learning due to length.

We will continue our DA work in partnership with the SDCOE with a focus on effective reading interventions (CORE reading) through previously identified sites based on data. This focus group will implement PDSA cycles to conduct root cause analysis and to implement change ideas in a focused manner. Best practices can then be replicated across sites.

Due to school closures, many Kindergarten students did not acquire all essential foundational literacy skills. Using local data, we identified 1st grade students that have gaps in letter name recognitions and letter sounds. Sites with greatest needs will be part of a targeted intervention program. Community liaisons will coach parents at target sites to support their first grade EL students through targeted video lessons and monitor progress through local assessment data.

District ELDA's will use Logic of English to support LTEL's in the fifth grade at targeted sites through daily 30 minute lessons.

Surveys and parent community meetings helped us identify the need for parent education and support with distance learning. This was especially true for our low income families, English learner families, students experiencing homelessness and our foster youth students. Multiple distance learning videos have been created based on parent and student feedback in our four primary languages (English, Arabic, Spanish, and Farsi). These resources are available on our website at all times. Additionally, our fifteen liaisons will host 24 live sessions a week for at least two months to ensure all students and families are set up for success in distance learning. Every live Zoom session will be hosted in each language mentioned above. Parents will be greeted by a liaison, watch the video, and then have the liaison's live support at the end of the Zoom session to answer specific questions and offer any direct guidance.

During school closures, through surveys and parent community meetings, we identified specific needs for our low income students as well as students experiencing homelessness and our foster youth. In order to mitigate learning loss, these families communicated needs for consistent food, internet access, and educational supplies. To meet these needs we implemented programs that are described in other areas of this document, but directly relate to students' ability to accelerate and close the gap in areas of academic need. Supply bags were distributed district wide in order to ensure all students have access to instructional materials. In addition, any student without internet access will be provided comparable paper and pencil instructional activities.

In order to mitigate learning loss for our foster students and students experiencing homelessness, site administration will be given a spreadsheet of names and specific data to provide targeted individualized support. Site administration will revisit this data after each iReady diagnostic assessment. Families experiencing homelessness receive intake services through the district liaison to establish a needs assessments and provide necessary supports. Homeless and foster youth receive no-cost transportation and necessary school supplies. Parents of homeless and foster youth are provided a community resource list of supports to assist with the transition to our school community. Connections between community services and families are made through district and site liaisons. As we move towards in-person learning, foster youth and any student experiencing homelessness have been identified as a high priority for return.

For students with exceptional needs, adaptive programs have been identified that allow students to move past their grade level based on data. (iReady, Beable, Lexia, and Khan Academy). As we continue to build integrated units, proficiency scales will always include enrichment opportunities for students that have exceptional needs. All students will be assigned an advisor who will communicate with students and parents to ensure student needs are met, and that students are making progress on district standards. Advisors will assist in the design of a future pathway for all students through the use of our "Launch Pad" interactive career center for students and parents. This experience digs deep into understanding self and others, identifying interests through the RIASEC and development of soft, industry essential skills. Students with exceptional needs will access this experience to push the boundaries of what their future possible self may be.

Instruction, both asynchronous and synchronous, will be personalized for students based on iReady diagnostic data and formative assessment. In addition to state standards, students will be provided enrichment opportunities within our modern curriculum; computer science, social emotional learning, presentation literacy, and world of work. Paper and pencil activities will also be available based on parent request.

Data:

Initial baseline data will be collected: September 7 - September 28

Data will be collected by: iReady Diagnostic Assessment
 Data will be monitored three times per year: Diagnostic #2 (1/25 - 2/12) Diagnostic #3 (3/8-3/26) Centrally and with Learning Mitigation Teams (3-4 Site Members and Ed Services Team)
 Follow Up and Monitoring: Site and Educational Service Leadership Teams will revisit data three times a year, after each diagnostic through iReady. At the end of the year, results will be revisited and effectiveness will be measured is through the CAASPP Summative Assessment.

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.]

Measuring the Effectiveness of Implemented Pupil Learning Loss Strategies

The iReady diagnostic will occur three times a year, in order to:
 provide administrators, teachers, and students with current performance and progress.
 measure the effectiveness of our distance learning program.
 identify gaps or needs of student groups.

Three times a year, Ed Services staff will collaborate with site leadership teams to discuss growth on diagnostic reports, evaluate distance learning effectiveness, as well as discuss staff and student needs to mitigate learning loss. Expected growth measures will be identified for each diagnostic, to measure effectiveness of distance learning programs across sites.

In order to support students with language acquisition needs, Lexia data will be monitored by the Director of English Learner Services for all students that fall into current Long Term English Learners classification. In the 19-20 school year, we identified a need for a better tracking system for our EL students, so we partnered with SDCOE to implement the MEGA dashboard for the 20-21 school year with a focus on identifying current Long Term English Learners and those at risk of becoming a Long Term English Learners. Based on need, ILE will be used for students “at-risk of becoming Long Term English Learners designation” in K-5.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Implement the iReady diagnostic for grades K-8 for personalized lessons and interventions. Cost included in online programs. | | Yes |
| Identified priority standards in each subject area to gather resources, and track student growth. Cost included in online programs. | | No |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| To ensure support for our English Language Learners, ELD standards will be identified to be integrated into ELA, Math, Science, and Social Studies units. Cost included in online programs. | | Yes |
| Learning Loss Accelerated Progress | \$103,745 | No |

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.]

Counseling and mental health services are essential during distance learning. This year, School Counselors were provided professional learning focus on three priority goals:

Access for All - at the beginning of the school year, 100% of:
 Students will meet the Counselor.
 Students will be taught how to access the Counselor.
 Site based staff will know how to connect with the Counselor.
 Families will know how to connect with the Counselor.

Counselors were provided universal structures, such as communication tools, website frameworks and help-slip formats to ensure consistency across school sites. Counselors will also conduct Trimester site data reviews to monitor and reflect on progress. Virtual access to school counselors is available directly on the district and individual site home pages.

School Counselors and Mental Health Clinicians will begin implementation of services for students with disabilities by 08/24/2020
 The District Counselor and Clinical Supervisor will provide processing groups to support clinicians through this work.

Design a Comprehensive Guidance Program

Counselors and administrators will review outcome and process data for the previous year, and respond to current student and family needs when designing a comprehensive program for the year.

Counselors will follow a consistent MD-MTSS Structure to ensure a balanced approach.

The Multi-tiered approach includes whole class lessons, school-wide and personalized playlists to increase access to skills development and small group and individual services.

The district developed Social Emotional Learning priority standards.

Counselors will work with site administration to provide weekly staff SEL support on campus. In addition, staff will be informed about district and community resources available to address potential needs.

Data:

Initial baseline data will be collected on: September 30th.

Data will be collected through: Help Desk Tickets, Individualized student support sessions

Data will be monitored three times per year: December 30 & April 30

Leadership responsible for monitoring: Student Support Leadership Team

Pupil and Family Engagement and Outreach

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

Maintaining ongoing communication with families is critical during distance learning. Families need to maintain current information regarding the attendance and engagement of their child in order to support academic growth. To provide this ongoing communication, CVUSD has planned the following steps to keep parents informed of their child's attendance and engagement:

Daily Attendance Reporting

ParentSquare, our online communication system tied to the student information system, will report daily absences (elementary), daily and period absences (middle school), as well as disengagement reporting for synchronous/asynchronous work completion in English, Arabic, Spanish, and Persian. Engagement reporting to parents is communicated when a student's work completion falls below 60% over a one week period of time.

Pupil attendance and engagement outreach

Triggers include:

Three consecutive absences without clearance by parent/guardian

Student engagement falls below 60% in a week

Tiered Levels to Support Re-Engagement

Tier One: Parents are notified about absences through ParentSquare. Sites reach out to families for absences and/or engagement concerns through tools such as ParentSquare, email, or phone calls.. Teachers outreach after engagement falls below 60% after one week.

Tier Two: Site attendance team (Classified Staff, Counselors, Liaisons, Administrator) outreach to families through phone calls, meetings (Zoom, or in-person), and/or home visits to develop personalized support for chronic attendance/engagement concerns.

Tier Three: Students experiencing adverse life experiences are referred to higher levels of support depending on need (i.e. homelessness, food insecurity, trauma) through programs facilitated through the District Office.

Types of Outreach:

Phone Call to each person on the Zangle contacts (QuickScript: how are you, is there a reason for no show, how can we help, offer options)

Email to main contacts

Certified letters

Attendance Team takes over communication/monitoring until students are accounted for (documented and monitored through Student Communications in Zangle)

Data:

Initial baseline data will be collected on: September 30th. Attendance and Engagement data by subgroup

Data will be collected by: SIS

Data will be monitored three times per year: December 30 & April 30

Leadership responsible for monitoring: Educational Services Leadership Team

Follow Up and Monitoring: Site Attendance teams monitor weekly attendance and engagement.

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.]

CVUSD will operate our meal program at the majority of school sites throughout our district. While distance learning is in place, meals will be provided via drive-through service. Meals will be available to all students enrolled in our Community Eligibility Provision (CEP)/Title 1 schools

and to all other students eligible for our free or reduced-price meal program. Once students return to the classroom, meals will be available to all students. Child nutrition services will use our point of sale (POS) system to charge for meals, assigning charges based on student eligibility, established from our meal applications, direct certification (DC) reports and district data. An additional 20 minutes was built into each distance learning student schedule to allow time for students to walk to campus to pick up daily lunches. On August 31, the USDA announced an extension of summer meal program waivers, ensuring free meals for students through Dec. 31, 2020. Based on this information, we will be monitoring the number of daily meals provided per day.

Data:

Initial baseline data will be collected on: September 30th. The number of distributed daily meals compared to meal distribution in September 2019 by site.

Data will be collected by: Through Child Nutrition database and SIS

Data will be monitored three times per year: Baseline, September 30, December 30 & April 30

If needed, parent surveys or empathy interviews will be conducted to examine food distribution needs or hardships.

Leadership responsible for monitoring: Site and Educational Service Leadership Teams

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

| Section | Description | Total Funds | Contributing |
|---|---|-------------|--------------|
| Pupil Engagement and Outreach | ParentSquare communication system tied to the student information system to report daily absences (elementary), daily and period absences (middle school), as well as disengagement reporting for synchronous/asynchronous work completion. (Aequitas Solutions, Inc) | \$150,557 | No |
| Distance Learning Program (Continuity of Instruction) | Imagine Learning Language and Literacy | \$191,450 | Yes |
| School Nutrition | Premium pay for providing meals to the students | \$59,724 | Yes |

| Section | Description | Total Funds | Contributing |
|------------------|--|-------------|--------------|
| School Nutrition | Transition to "Grab & Go" Meal delivery method | \$17,500 | Yes |
| School Nutrition | Meals distribution and delivery | \$12,000 | Yes |

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

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 22.45% | \$28,756,713 |

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.]

English Learners, Low-income pupils, foster youth, and pupils who are experiencing homelessness will be prioritized for progress monitoring and intervention services, including but not limited to academic intervention and social-emotional counseling.

Foster Youth

Pupils in Foster care and those experiencing homelessness are being monitored closely by classroom teachers, site counselors the district foster/homeless liaison. Additional student supports and toolkits (school supplies for example) are being provided to those needing them, in addition to access to community resources to address needs, including food, housing, and counseling. On-campus instruction priority will be given to both students in foster care and those experiencing homelessness as well as supervision and support for off-campus days. CVUSD will continue to provide transportation to assist both groups in maintaining school of current enrollment.

English Learners

All English Learners will receive daily English Language Development. Newcomers and Level 1 Language learners will take part Imagine Learning, an online adaptive program that provides a systematic approach to vocabulary, grammar, and language conventions that are Imagine Language & critical to reading comprehension and language proficiency. Teacher training will continue in Guided Language Acquisition Design (GLAD). This instructional model incorporates many effective and research-based strategies that allows teachers to deliver academic content and language through an integrated literacy approach. English Language Develop Assistants (ELDAs) will focus on assessing long term language learner for foundational reading gaps in grades 3-5. Community Liaisons will assist families in understanding distance learning programs and how tto support their children at home through parent education workshops. Central English Language Facilitators (ELF's) will provide professional learning and site support for integrated and designated English language support, specifically in a distance learning environment.

Low-Income Students

Backpacks and school supplies will be provided for students in need throughout the 2020/2021 school year. Site counselors were increased districtwide to provide social and emotional support for all students and specifically those adversely affected by distance learning (homeless, foster youth, students with unique needs). CVUSD has developed it's own SEL curriculum and standards to support all students in their development and self-understanding. Central faciliators will support school staff in the implementation of IReady ELA and mathematics. The IReady diagnostic and assessments will provide teachers with the current skill level of each student to support effective personalized learning. Weekly IReady lessons will provide students with instruction at their specific skill level in order to support growth in standards.

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

To minimize educational obstacles and meet the needs of unduplicated students, academic support will be provided based on the initial IReady diagnostic for ELA and mathematics. On campus support will be prioritized for compromised groups including foster youth and those students experiencing homelessness. Basic needs will be addressed by offering on site meals, community resources for food and transportation, as well as counseling support. CVUSD will continue to review each family's need for technology and adequate internet access throughout the year. Small group instruction and support will be provided for students that are academically at risk and acquiring language proficiency. Comparable learning assignments will be provided to at risk students that are living in conditions not conducive to distance learning. Individual sets of school supplies and backpacks will be provided through the school year. Personal Protective Equipment will be provided on campus to any student in need.