California Department of Education, July 2020

# Learning Continuity and Attendance Plan for 2020–21 Submitted by the Chula Vista Learning Community Charter School

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



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## General Information

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

During this unprecedented time in our educational system due to the devastating effect in our community of COVID-19, we have learned there are important factors to consider when it comes to engaging with students in online learning. The Chula Vista Learning Community Charter School has responded with immediate support to the community that we serve. With virtual or distance learning, CVLCC teachers are now invited guests in the homes and lives of our students. We understand that relationships matter whether sharing a physical space or physically distancing as the onset of this pandemic has made that very clear to our community. We focused on making personal phone calls to all of our parents that qualify for Free/Reduced lunch and we continuously reviewed data from two parent surveys to make certain we were providing our community with the resources they needed. We formed a “Heart Team” consisting of our two psychologists, three counselors, a social worker, and our resource specialists to provide counseling, stress-reducing practices, access to free food pantries and free internet services to our families. We established a partnership with the Chula Vista Community Collaborative to refer students to their Family Resource Center for additional socio-emotional support if needed. We partnered up with Connect2Compete Low-Cost, Home Internet Program Expanded in Response to Coronavirus (COVID-19) with our local cable company, Cox Cable. The CVLCC school website was overhauled to transform it into a COVID-19 closure central location for information, updates, and community resources. Planning meetings were conducted multiple times during each week at the site level, system administrative level, and with operational staff, so that virtual learning was addressed as a team to ensure support for students and our community at large. Our Distance Learning Plan outlines how we will provide opportunities for academic continuity, while simultaneously meeting our students’ socio-emotional needs. In order to combat the risk of isolation and apathy that can exist in distance learning, CVLCC will utilize a blend of asynchronous and synchronous learning opportunities for students. A four-hour minimum daily contact schedule was established that includes online videoconferencing, virtual lessons, screen-casting, resources for self-directed study, and/or independent and collaborative work assignments. Our distance learning plan is responsive to the California Department of Education expectations that propels us to design learning opportunities that engage all students in critical thinking scenarios while building essential knowledge and understandings in both Spanish and English. To meet the needs of our language learners that showed educational gaps after initial assessments, small group and individual check-ins are conducted through daily office hours. In addition, Community Building sessions allow students to communicate confidentially with teachers if they need to talk to a counselor or psychologist and a referral will take place. During the first two weeks of school, teachers had individual phone conferences with families to find out if they are home or food insecure, if they need to borrow a devise, or if they are having connectivity issues. Through this multi-pronged approach we hope our community feels that we are harnessing all of our resources to make these uncertain times as positive as possible.

## Stakeholder Engagement

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

CVLCC is committed to creating a culture of caring and cultivating a welcoming and engaging learning environment that focuses on building prosocial skills by using the first two weeks of school to allow our faculty and staff to establish relationships with their students and families. On June 12, 2020 we held a virtual Think Tank meeting with faculty and staff to come up with a plan for in-person learning, hybrid of in-person learning and distance learning, and for a total distance learning environment. Our hybrid plan consists of one in which our population of students would be divided into two groups based on parent survey responses to create smaller student/ educator cohorts to minimize the mixing of student groups throughout the day. Our plan would reduce movement of students, educators, and staff as much as possible during our Dual Language Model to keep cohorts as safe as possible. Students will be in groups of 12-15 in each cohort staying in the same classroom and teachers would switch for half of the day instead of students switching. To stay true to our Dual Language 50/50 Model, our Spanish teacher will teach ½ day, English teacher will teach ½ day and then they will switch classrooms. Following safety protocols as established by our school nurse will be being upheld at all times, therefore students will eat in their classrooms and have outdoor exercise with their cohorts in carefully planned schedules supervised by their teachers. Because San Diego County is still on the California Department of Public Health’s “Watch List” due to COVID-19 outbreaks, especially in the Chula Vista area, we are enacting our Distance Learning Plan following the standards set forth by our state. These include (1) Daily live interaction; (2) Taking student attendance; (3) Minimum instructional time: 3 hours per day for Kinder, 3 hours, 50 minutes for 1-3, 4 hours for grades 4-12; (4) Serving students in need; (5) Preventing disengagement; (6) Checking families’ connectivity; (7) Weekly engagement records; (8) Replacing accountability plans. The principal at each of our campuses provided our families with a communications bulletin that specified the need for home/school connections, flexibility, instructional focus, and accountability to standards. To instill a sense of belonging, teachers have received Restorative Practices professional development in coordination with the San Diego County Office of Education and have implemented community circles and mindful exercises before initiating instruction. We know students are happier, more engaged and likely to make positive changes when those in authority do things “with” them, rather than “to” them. As faculty establishes Distance Learning expectations and routines, we seek to garner authentic youth input when establishing and operationalizing class norms or community agreements. During our weekly Think Tank meetings we have established various phases of implementation based on parent input and student needs. Our next phase will be enacted once conditions allow for in-person instruction targeting students with the most unmet needs and our youngest learners due to the fact that distance learning is more of a challenge for children learning to read.

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

On April 29th we offered a free Zoom Parent Symposium entitled, “Resiliency in Times of Crisis” from 6:00-7:00 p.m. to give our community stress reducing activities, such as mindful breathing exercises and a forum where parents were open to discuss their fears, ask for homework help, and ask for socio-emotional support. On May 13th we offered our second free Zoom Parent Symposium entitled, “Tools to help our families cope with these Uncertain Times” from 6:00-7:00 p.m. and then the mini-workshops were recorded and placed on our website [www.cvlcc.org](http://www.cvlcc.org) so that families could watch them at their convenience. On June 29th we held a Zoom Board Meeting where we presented our LCAP COVID-19 plan and allowed our stakeholders, faculty/staff, students, parents, to present their opinions during oral communication. On August 17th during our CVLCC Board meeting, we elicited further stakeholder input as we continually seek to improve our practice through a discussion portion of our Zoom invitation from 5:00-6:00 p.m. and their input was written into our Learning Continuity & Attendance Plan. On August 27th we invited our English Learner families to give input during our DAC/DELAC (Emergent Bilingual Advisory Council) Zoom meeting invitation from 5:00-6:00 p.m. and the ideas written in the Chat feature were incorporated into our plan. On September 9th, we invited stakeholder representatives from the Budget Academic Council (SSC) to provide us with feedback and specifically asked for student input via their respective representatives. The faculty/staff, parent, and student representative from all three school sites gave us input into specific on-line programs or books needed to be purchased, support personnel time to be increased, and professional development ideas that were all focused on serving the needs of students who have experienced significant learning loss due to school closures. On Monday, September 14th, we asked for final input from all stakeholders at our CVLCC Board meeting before submission of plan. We took all stakeholder input and made certain to include their ideas in our Learning Continuity & Attendance Plan.

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

On April 13th, we sent out our first Community survey where we asked parents how we could address any technological problems they were experiencing, food insecurity issues, and any assistance related to socio-emotional needs. The following survey link was sent to all of our families: <https://docs.google.com/forms/d/1lZQslRNMuAt6ShgyjBmYaZb84aWp5DcfurGpg5CXYaw/edit?ts=5e910113>. On May 22nd, we sent out our second Community survey to ask our parents what method of instruction they preferred for their children. Parents responded to questions on which days they would like their children to attend school and whether they felt safe sending their children to school for in-person instruction or if they would prefer to continue with our distance learning program. A total of 386 parents have responded and we are still taking responses to be prepared when we do start a hybrid program to meet their needs. Samples can be found in the following link: <https://forms.office.com/Pages/DesignPage.aspx#FormId=DG566I7Aska7c0XdByuqM9HzY_ONtFNMs0NpTc2PWlJURDhZOFRSTDZXWU83SFdGUko0RkoxNE8wUi4u&Token=6faf3bc27c6342699b23329c2312b10e>. This survey is still open for input because we found out through individual contact that some of our families blocked our Messenger system by accident. The focus immediately shifted to personal contact to these specific parents to unblock us through an official email & by individual teacher calls made to their parent community before the start of the school year. Through these surveys and personal contacts we were able to quantify how many families were at ease with in-person learning and how many preferred to continue with distance learning during this Pandemic. This information was shared with our staff COVID-19 Think Tank as we continually kept each other abreast of all stakeholder needs. We reached out to our community of stakeholders in every meeting held virtually to include their feedback in our Learning Continuity & Attendance Plan as it was presented to them as a very important document to demonstrate how we are meeting our diverse student needs in these unprecedented times.

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

CVLCC has a long history and is extremely proud of the collaborative relationships that exist with community stakeholders. Input is received and utilized to drive instructional, nutritional, and socio-emotional needs that exist in our community. Specific input by stakeholder groups that had a direct impact on the Learning Continuity and Attendance Plan includes the following: (1) Updating website to include parent roles and responsibilities for a successful distance learning partnership between school and home; (2) Weekly evidence on lesson plans of intentional instructional delivery that ensures students with the most unmet needs are supported in small groups and individually; (3) The creation of enrichment materials for all students to ensure small group and individual instruction occurs within each distance learning classroom by a dedicated full-time Professional Support Assistant; (4) Professional learning opportunities focused on technology and pedagogy to support a rigorous distance learning experience for students provided by each school’s faculty using the “trainer of trainers” model of collegial support. Microsoft Teams training, PowerSchool, Google Classrooms, and anti-biased lessons are some examples of stakeholder input directly influencing the plan. Every site principal met with their Guiding Coalition to plan weekly professional development to meet the need of their student community, particularly for students who have experienced significant learning loss due to school closures. All campus instructional leaders met with their Attendance Specialist’s to ensure that all of our students were inputted into our on-line attendance program, TAC, so that accountability of virtual class connection was made from the beginning of our school year. The plan details how and when our faculty will notify our attendance clerks as soon as they notice any irregular attendance issue as per the request of our parents on the CVLCC Board, Budget Academic Council (SSC), and our Emergent Bilingual Advisory Council (DAC/DELAC). In addition, our parent community stressed the need to communicate with them as soon as faculty/staff notice a patten of missing assignments to ensure a true partnership between home and school exists. Faculty/staff input in plan was focused on mitigating learning loss by increasing teacher’s assistants time for 1-1 student support, purchase of on-line programs and iPads to monitor student progress during distance learning, increasing counselor time to assist families coping with stress caused by COVID-19, and more school wide professional development on Restorative Practices to redress equal educational opportunity for all of our students. Additional parent feedback included in plan focused on safety measures, increasing counselor and social worker hours, and providing students with individual academic support. Student input focused on connectivity, 1-1 devise distribution, quality on-line programs, Anti-biased curriculum, and Restorative Practices enactment. By gathering feedback from all stakeholders in faculty/staff focus groups, during parent/community virtual meetings, and during student leadership on-line classes we were able to include valuable information into our Learning Continuity & Attendance Plan to meet our school needs.

## Continuity of Learning

### In-Person Instructional Offerings

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

The Chula Vista Learning Community Charter School began the 2020-2021 school year two-weeks prior to our authorizing District to focus on meeting the academic and socio-emotional needs of our community of students. During these two weeks, our faculty will develop community agreements that are explicit behaviors and norms essential for students and teachers to feel safe, supported, trusting and empowered to do their best work while participating in our Distance Learning Educational Program. Agreements were developed collaboratively between teacher and students so that mutual respect is emphasized in an online environment. The community agreements will address both relational-how we want to be with one another and operational–our agreed upon processes for each virtual class session. Our Attendance Specialists will monitor critical attendance in order to implement district/state policies and procedures and inform site administrator and school counselor of attendance issues. Our Attendance Specialists communicated district/state regulations and procedures to staff and parents at the beginning of the school year with regard to attendance/compulsory education. Administrators produced videos that were sent to our community and then posted on website outlining these accountability practices. They will monitor their individual site student attendance accounting and maintain records of student engagement during Distance Learning using daily schedules for all grade levels. We began taking roll the first day of instruction at our High School on Monday, August 3rd from 7:30-8:00 a.m., on Monday, August 17th from 7:45-8:15 a.m. at our Middle School, and at our Elementary School from 8:00-8:30 a.m. to ensure continuity of program. Until further notice, teachers will allow up to 30 minutes for students to log on and they will notify Attendance Specialists if students log on after the first 30 minutes of class. Once attendance has been taken in TAC, students who have not logged on will be marked absent. Teacher’s electronic signature for attendance will function the same as will procedures for electronic End of Day Rosters. Early dismissals will be included in the Weekly Engagement Record. During our first two weeks of instruction, once teachers took roll on the TAC program, our Attendance Specialists received this information and our instructional coaches, coordinators and additional office staff took the lead on calling parents to remind them of the importance of regular school attendance to reduce the risk of experiencing future learning loss. The Chula Vista Learning Community Charter School prides itself on having the best attendance record in our sponsoring district due to the high level of commitment from our parent community. Our faculty will communicate their clearly articulated grade-level appropriate digital citizenship agreements and expectations for students and families to care for their technology during the beginning of the year orientations with our parent community. Administration will ascertain that our faculty includes student voice in creating digital citizenship agreements and that these are reviewed before initiating each virtual class session. We focus and teach desired behavior instead of making assumptions and faculty communicates in a clear fashion, refraining from using vague language or assuming students know what they mean. A weekly Engagement Record will be kept system-wide for each of our faculty and for each class taught. Alignment with the California Department of Education minutes will be our focus and minutes must document synchronous and asynchronous instruction. Lesson plans and grade level daily schedules will be used as evidence documenting live interaction with students and will include all assignments.

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

| Description | Total Funds | Contributing |
| --- | --- | --- |
| While entering campuses, we will monitor temperature by screening all faculty, staff, parents and students to ensure temperatures below 100 .4 degrees Fahrenheit. The purchase of thermometers: 3 Welch-Allyn no touch Infrared thermometers, 3 Kodyee Infrared forehead thermometers (one for each of our three sites). We purchased an additional 16 Dikang Infrared thermometers for support staff supervising ingress into our campuses. | $1,531 | YES |
| Staff Protective Health Equipment-all staff should wear face coverings. Per CDPH guidance, teachers will use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction in lower grades and masks and face shields as well in the upper grades. | $162 | YES |
| Our school nurse will engage in symptom screening and we have provided her with surgical masks, face shields, disposable isolation gowns, and disposable gloves will be purchased. Students will use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. We have purchased disposable face masks for those students not bringing their own face masks. | $10,000 | YES |
| Front office clear acrylic screens | $400 | YES |
| For front office and food service employees, provide face coverings and disposable gloves. | $500 | YES |
| For custodial staff, provide equipment and PPE for cleaning and disinfecting, including: Regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting . | $11,000 | YES |
| All students must wash or sanitize hands as they enter campuses. Ensuring sufficient access to handwashing and sanitizer stations. The purchase of 10 hand sanitizer stations to avoid congregations in bathrooms. | $1,500 | YES |
| Every classroom will use clear acrylic screens to further protect our students from harmful airborne COVID-19 pathogens to be placed at each round table so they can see each other during discussions. | $40,000 | YES |
| To provide sufficient points of access to avoid larger gatherings and to ensure 6 feet distancing, the purchase of large vertical banners, plastic dots, and other signage will be posted as we install barriers to direct traffic around campus. | $9,000 | YES |
| As safe and correct application of disinfectants using personal protective equipment and ventilation is recommended for cleaning, the purchase of cleaning products. To reduce the risk of asthma related to disinfecting, we will purchase products on the EPA List N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid). | $11,000 | YES |
| To keep each child’s belongings separated and in an individually labeled storage containers, we purchased clear supply boxes for every student to avoid cross contamination. | $2,000 | YES |
| Cost of producing videos for COVID-19 Safety Guidelines (safe ingress onto our campus and student protocol) and “How To” videos on working via distance learning to meet instructional grade level standards | $7,000 | YES |
| More rectangular tables /chairs to allow for social distancing in the four 6th grade classroom to align with reopening guidelines. | $19,000 | YES |
| Rover 1 Medical Grade UV-C Technology Industrial/commercial germicidal lamp to disinfect 1,000 square feet within 15 minutes. Three units will be purchased for $1,399 to be housed at each campus to prevent transmission of COVID-19 Virus. | $1,399 | YES |
| Safe Scanner | $6,000 | YES |
| Outdoor canopies to conduct classes outdoors & sail tarps | $8,500 |  |
| Total - | $128,992 | 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.]

CVLCC is committed to access and equity and thus we believe very student deserves to have access to instructional content that excites, empowers, and unlocks their potential. Every teacher needs to have accessible, standards-aligned content that engages their learners at their fingertips so they can focus on what matters, inspiring a love of learning for life. By purchasing electronic books that embed “read aloud” and digital word tracking features, we are providing access to pupils that need diverse input and also those that are not engaged due to their multiple learning needs. We have purchased a systems license for Achieve3000® and Newsela® to give our students access to authentic social justice themes and current reading articles that are engaging as they are differentiated to the students’ Lexile level in English and in Spanish. Both of these programs have Distance Learning pages that are organized to provide teachers, parents, and students with an easy-to-use resource to start using content remotely. Content includes short cross-curricular daily lessons, reading clubs, and helpful tips on how to use digital resources to organize students into heterogeneous small groups. We will use their learning management systems that provide opportunities to assign students quiz-style assessments that students can complete synchronously (in real time through distance learning) or asynchronously (learning same material at different times/locations). Their management system keeps track of their reading fluency and reading comprehension skills so teachers can meet their individual needs. Students are permitted to complete the assessment multiple times to allow for reteaching and teachers will be checking in on them during small group or office hours. When we do transition to in-person instruction, we will have their on-line reports to inform instruction and design differentiated individual and small group instruction to ensure instructional continuity for pupils when we transition from total distance learning to our hybrid of in-person instruction and distance learning. Every grade level submits standards-based units of study and daily schedules for accountability of synchronous and asynchronous instruction to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery.

#### 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.]

In a distance learning space, we realize that some students may not have access to devices or high-speed internet connections. Other students may need accommodations or other supports to effectively participate and access the learning in an online environment. Every campus has a Technical Support Specialist that will monitor parent/student support to ensure connectivity on a daily basis. They will ensure each site has access to and will trouble-shoot any technical issues related to the following on-line school platforms: MicroSoft TEAMS®, Google Classroom®, JupiterEd®, or PowerSchool®. Our local cable company, Cox Cable has offered our community WIFI services under their Connect2Compete Low-Cost, Home Internet Program Expanded in Response to Coronavirus (COVID-19). We are also working on establishing partnerships with the City of Chula Vista and the Library to provide free hot spots in our community for our students. Due to the high demand in our community, we were allotted 30 free hot spots to ensure connectivity for all pupils to support distance learning. Other families in need were able to connect via our 2 YMCA on-campus daycare classrooms using our Elementary campus’ WIFI. In addition, we are referring our parents to the resources by the San Diego County Office of Education’s Distance Learning Connectivity Resource webpage.

#### Pupil Participation and Progress

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

The Chula Vista Learning Community Charter School is committed to weekly Professional Learning Community planning time so that our faculty and staff can disaggregate data and compare pre and post-test student results to measure participation and time value of pupil work. We know that giving our faculty and staff time to look at individual student work, whether it be formative or summative will lead to meaningful change in student outcomes. We will provide each teacher with student diagnostic note cards that have student pictures with last year’s data so that they have baseline data upon which to build upon and track student progress or remediate as soon as a decline in outcomes is observed. Teachers and administrators have designated a weekly block of collaboration time to analyze data, identify shifts and make changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. During Distance Learning, teachers have been given additional time to contact parents, to confer individually with students and to work with homogeneously grouped students demonstrating similar educational gaps. Every campus offers small group and individual support through regularly scheduled office hours. During office hours, faculty make individual contact with learners as they respond to student needs in real time, in the context of grade level standards, and through the lens of socio-emotional support. If students need an additional level of support, teachers can refer them to our four Counselors, Social Worker, Psychologists, or refer to the Student Support Team to initiate an individual modification plan. Our guiding principle is to maintain grade level rigor with the appropriate level of support. We will address gaps, as needed, within the context of grade-level work on a weekly basis as teachers participate in PLC work. Grade level departments will emphasize improving the quality of student work as they use standards-aligned rubrics to assess student progress. Faculty will be facilitating collaborative feedback and revision cycles so that students know the power of continual improvement based on their own goals. We will encourage faculty to plan daily re-engagement strategies of prior learning within the context of grade-level content. Our instructional coaches and coordinators will initiate discussions by maintaining an asset-based view of students, using formative assessment results to alert us to unfinished learning and identify gaps in essential learning. In order for our students to accomplish our educational goals as a system, we must support family engagement for at-home learning through personal contact made to families as soon as a gap in learning is identified for their child. As a system, administrators will be “invited” to faculty live sessions and recorded sessions for accountability of time and adherence to our Dual Language program for each grade level as set forth by the State of California. As CVLCC transitions to offering in-person instruction when local health and safety guidelines allow, instructional models will move fluidly between Distance Learning, a Hybrid model, and full in-person instruction. During weekly professional learning communities, school administrators will analyze data based on the individual student’s progress monitoring tools. Teachers access Illuminate, Achieve3000, i-Ready program, internal data systems, and more to analyze and disaggregate data to plan targeted daily instruction and to monitor pupil progress through live contacts and synchronous instructional minutes.

#### Distance Learning Professional Development

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

The Chula Vista Learning Community Charter School employs full-time Computer Technicians that assist faculty and staff with technical issues, and in addition they implement training opportunities with the specific on-line programs that are used at each particular site. Our Elementary School utilizes MicroSoft TEAMS® and Google Classroom®, our Middle School utilizes MicroSoft TEAMS® and JupiterEd®, and our High School utilizes MicroSoft TEAMS®, JupiterEd® and PowerSchool®. Working alongside the Guiding Coalition at each school site, the Principal and curriculum team will design the professional development plan for the school year. This year our focus is on elements of social justice education as teachers lead students to value themselves, respect the diversity of the world around them, understand how diverse people have been treated differently and often unjustly, recognize that ordinary people have worked to address such injustice, and take action themselves. With this focus in mind, professional development will involve the use of technology integration in problem-posed educational performance tasks. We will continue to utilize Harvard’s Project Zero pedagogical principals using thinking routines that allow students to delve deeply into interdisciplinary subject matter by having the faculty that attended training to share important learning. Our administrative team will have professional learning on the need for units of study designed by faculty to capitalize on recent common experiences as content for curriculum (virus, school closures, social distancing, nationwide protests) as a way to engage our students. Our professional development has been designed alongside the San Diego County Office of Education’s GLAD (Guided Language Acquisition Design) team to encourage our teachers to utilize input charts and other visual aids that are specifically meant to increase meta-cognition. With this in mind, each faculty member was provided with a document camera to model writing and to project visual aids produced alongside their students to provide scaffolding and support.

#### Staff Roles and Responsibilities

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

Our school nurse has been designated as the staff liaison to be responsible for responding to COVID-19 concerns. On July 20th nurse Jo Lynch provided a training for all classified employees regarding the protocols that need to be followed and who they need to contact in cases of emergencies. The focus was on the clinical manifestations of COVID-19 and why we have taken precautions to check the temperature of everyone who comes onto our campus on a daily basis. On August 13th nurse Lynch conducted the same training for all of our certificated faculty and staff on the proper use of protective equipment. Both trainings included information on the limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. The need for physical distancing and frequent handwashing. Also included in training were the removal and washing of cloth face coverings. The following topics were also included: (1) Cough and sneeze etiquette; (2) Keeping one’s hands away from one’s face; (3) Frequent handwashing and proper technique; (4) Confidentiality around health recording and reporting. Finally, our staff logged on to the website that the State of California has on COVID-19 Guidance for Schools and they had to turn in their certificate of completion to our Human Resource Officer.

#### 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.]

The Chula Vista Learning Community Charter School continues to offer quality dual language support and language acquisition programs via distance learning. To ensure that 100% of our English learners receive designated and integrated English Language Development (ELD) instruction, every grade level must include these time-blocks in their schedules and weekly lesson plans. Instructional coaches, coordinators and administrators virtually observe on-line classes to ascertain adherence to Federal and State requirements. The assessment of English language proficiency using ELPAC, LASLinks, and iReady will ensure access to core curriculum and provide the necessary support needed to be reclassified as a fully English proficiency student and prevent Long-Term English Language Learners. Our goal is for ALL students to demonstrate dual language learning competency, and thus small group instruction for target student groups, such as English learners and our Spanish language learners will receive designated English language development & Spanish language development. The Universal Design for Learning (UDL) will be utilized during instructional planning time and teachers will incorporate the ELD & SLD Standards in their weekly lesson plans. Students are assessed via distance learning to monitor the progress in ELD as we continually strive to meet the needs of our English learner population to avoid Long-term English Language Learners and increase their college acceptance rates. We encourage our parents to share their heritage language at home for improved communication with multigenerational family members and instill cultural pride in their child. Comprehensible language will be promoted by having teachers read aloud to students from a variety of fiction and non-fiction genres to encourage academic vocabulary development. We have made a substantial investment in books, as evidenced by providing $2,000 for each teacher to use in the development of grade level Understanding by Design Unit Plans to meet the needs of all students. We will continue to encourage faculty to purchase eBooks that allow students to listen to academic language and to digitally highlight words as a tracking device to assist pupils with unique needs. We have purchased site licenses for Newsela®, Achieve3000®, iReady® and LAS/Links® to provide our faculty and staff with multiple ­­reading assessments to inform instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness. We plan on purchasing Literably.com to assess our students on reading comprehension and fluency skills to provide us with additional information on how to address learning loss for all of our students. The use of JupiterEd®, IlluminateEd®, PowerSchool®, MicroSoft TEAMS® and Google Classroom® will allow us to continue to follow vital home-school communication protocols and to provide quality on-line learning platforms so that high rigor and high expectations in both English and Spanish are coherent and consistent. These online tools also engage parents as partners in learning through continued virtual Parent Symposiums held on a regular basis that provide hands-on technological training, socio-emotional support, and educational strategy work together. Every monthly DAC/DELAC (Emergent Bilingual Advisory Council) meeting has a focus on modeling a specific subject matter strategy and how ELPAC assesses their child’s English language development in reading, writing, speaking, and listening. It is vital that our English Learner families and our Spanish Learner families receive strategies on how they can support our educational program at home.

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

| Description | Total Funds | Contributing |
| --- | --- | --- |
| Purchasing e-Books for students that can be read and sent home digitally with “read aloud” digital features. Ex. National Geographic Social Studies Program and books that support instructional unit design. | $50,000 | YES |
| Purchase HD Pro Document Camera’s for each teacher to allow them to model writing and to project visual aids produced alongside their students. | $8,700 | YES |
| Each sites Instructional Coach & Coordinators will support Designated English Language Development and the California ELD implementation. They will work with grade level/ academic department teams to plan for language instruction utilizing Project Guided Language Acquisition Development (GLAD) strategies. Additionally, ELD training modules will be available to all teachers to support the implementation of Designated ELD as evidenced in weekly lesson plans. | N/A | YES |
| Microsoft Teams professional learning through Microsoft will support the use of technology and a learning management system for staff and students will be provided by each site’s Informational Technology Technicians. | N/A | YES |
| Specialized computer programs to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, (SWD Special Education) pupils in foster care, and pupils who are experiencing homelessness. The following are programs that were suggested by our faculty & staff during our monthly Budget Academic Council (SSC): Peardeck.com, Kamikamiapp.com, Quill.org, Literably.com, & Reflexmath.com. These programs will provide our faculty, students and parents with vital information regarding their progress in mathematics and literacy. | $38,400 | YES |
| Total - | $97,100 |  |

### Pupil Learning Loss

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

The Chula Vista Learning Community Charter School is committed to closing the achievement gap and is courageously seeking new and innovative ways to support students at this time. Before the outbreak of COVID-19, we met as a TK-12 grade English language team, Spanish language team, History/Social Studies team, and are currently planning our TK-12th grade Mathematics articulation to ensure consistency of program and systematic implementation of state standards through the lens of a critical Social Justice Curriculum Design format. We have aligned our instructional units to California’s curriculum frameworks and used them as guiding documents for implementing the content standards adopted by the State Board of Education. All curriculum frameworks include information on how to ensure access and equity for all students. Formative assessments and progress monitoring will take place during online lessons and provide actionable information about students' learning status relative to the desired lesson goal during faculty planning time. Prior to COVID-19, 57% of students at CVLCC performed at or above grade-level in English Language Arts and only 28% of students performed at or above grade-level in Mathematics. A systematic Mathematics instructional program was established during the 2020-2021 school year using San Francisco Mathematics (TK-5 grades) and Illustrative Mathematics (6th-12th grades). Using the professional development model of the Cognitively Guided Instructional Model and UC San Diego’s Mathematics Project alongside Dr. Osvaldo D. Soto will ensure our faculty uses research-based pedagogical principles that will improve pupil progress. To address pupil learning loss, every student will take a baseline comprehensive assessment and the features of the overall i-Ready program will allow teachers to diagnose and monitor students’ progress in the areas of mathematics. We are also purchasing Reflexmath.com that allows students to practice mathematics fluency in a fun and engaging manner. In the area of English Language Development (ELD), teachers provide both integrated and designated ELD lessons to students. ELD is a core component of the CVLCC English Language Arts curriculum. Staff will use available ELPAC data to determine instructional needs of each child. Whole group, small group, and one-on-one interaction and instruction with students will be vital in assessing individual student needs. Instructional Coaches, Coordinators and Principals will be developing specific professional learning modules for teachers in the areas of: Mathematics and equity for all students, building relationships in a digital environment, implementation of the i-Ready program, formative and summative assessment, use of ELA programs such as Achieve3000 and SmartyAnts, Tools for Teachers Smarter Balanced resources, and dual language quality implementation. Our ELL Professional Support Teachers will provide specific resources for teachers to support English Learners. Our psychologist, resource teachers & social worker will continue to provide ongoing support for foster youth and students experiencing homelessness. Office hour small group and individual support will be offered to meet the needs of English Learners, low-income students, foster youth, pupils with exceptional needs, and students experiencing homelessness. Teachers will use data from formative assessments immediately to adjust their instruction and ensure student’s progress towards learning goals using individual data cards to track progress or lack of progress using research-based scaffolding techniques. Because beginning of year assessments must be given at home, teachers will prepare students by showing them on-line tools they can use such as grammar and dictionary, and calculator support. In addition, they will be given an opportunity to practice the protocols for administration. We have purchased site licenses for Newsela®, Achieve3000®, iReady® and LAS/Links® to provide our faculty and staff with multiple ­­reading assessments to inform instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness. The use of JupiterEd®, PowerSchool®, MicroSoft TEAMS® will allow us to follow vital communication protocols with our families, to provide quality online learning platforms so that high rigor and high expectations in both English language arts, English language development, mathematics, and Spanish are coherent and consistent. Whenever a student displays gaps from unfinished learning, or if they arise in the context of grade level learning, individual parents will be contacted by classroom teachers to offer support. Whenever parent support or guidance is needed, we will use the services of our Student Support Team. This team consists of our nurse, speech therapist, psychologist, counselor, resource specialist, classroom teacher and administrator. Together we have designed a clearly defined multitiered system of support that includes guidance for implementing Tier 1 strategies before offering Tier 2 interventions on a six-week cycle. We monitor when and how to offer Tier 2 and Tier 3 supports before beginning testing for any learning disability. Parental communication is of utmost importance throughout the process as they are an integral part of the student’s support system, especially in a Distance Learning Model. We will monitor student progress through the use of our Illuminate® Grade Book at the Elementary level and JupiterEd® Grade Book at the Middle and High School levels. Principals at each site will schedule quarterly Student Academic Progress meetings with grade level teams to measure learning status for all students, particularly in the areas of English language arts, English language development, and mathematics.

#### 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.]

CVLCC faculty and staff have been provided with guidance and training to provide small group and individual interventions during office hours that are regularly scheduled in 30-minute sessions. Classroom teachers provide this support through video conferencing, by providing scaffolding for specific task assignments (e.g., an outline or sentence starters for written responses), pre-highlighted texts, more frequent feedback or check-ins. Some students might need time management supports or assistance in maintaining a daily written agenda to promote online routines. Research shows that student efficacy is essential in short and long-term goal formulation and attainment of goals, so guidance for monitoring their own progress will be our focus during office hours systemwide. Older students can implement their own supports like setting their own timer to chunk assignments, keeping a daily agenda that outlines tasks and goals, or creating a playlist or active routine to help with stress or anxiety management. We are working with the San Diego County Office of Education’s GLAD (Guided Language Acquisition Design) office to provide our English learners with the latest research-based teaching strategies. Our faculty will take part in professional development that is focused on strategies that promote English language acquisition, academic achievement, and cross-cultural awareness. The following are the goals established for each of our schools: For English Language Arts at the Elementary level- By June 2021, the percentage of students scoring standards met or exceeding on the Smarter Balanced Summative Assessment will increase as follows for each group of students: 3rd Grade from 37% to 60%; 4th Grade from 41% to 60%; 5th Grade from 50% to 70%; 6th Grade from 73% to 80%; English Learners from 13% to 30%; Students with Disabilities from 11% to 30%. For our English Language Arts at our Middle School- By June 2021, the percentage of grades 7-8 students scoring met or exceeding on the Smarter Balanced Summative Assessment will increase as follows for each group of students: All from 52% to 83%; English Learners from 7% to 37%; Students with Disabilities from 11% to 41%. For our English Language Arts at our High School- By June 2021, the percentage of 11th grade students scoring met or exceeding on the Smarter Balanced Summative Assessment will increase as follows for each group of students: All from 72% to 82%; English Learners 20% to 35%; RFEP Reclassified EL Students: 76% to 86%; Students with Disabilities: 0% to 25%. Due to our declining Mathematics performance as evidenced by CAASPP, each system has a Math Instructional Coach to ensure instructional continuity. The Elementary goal is-By June 2021, the percentage of students scoring standards met or exceeding on the Smarter Balanced Summative Assessment will increase as follows for each group of students: 3rd Grade from 34% to 55%; 4th Grade from 25% to 45%; 5th Grade from 21% to 40%; 6th Grade from 39% to 60%; English Learners from 4% to 30%; Students with Disabilities from 0% to 30%. Our Middle School goal is- By June 2021, the percentage of grades 7-8 students scoring met or exceeding on the Smarter Balanced Summative Assessment will increase as follows for each group of students: All from 29% to 44%; English Learners from 5% to 20%; Students with Disabilities from 11% to 26%. Our High School goal is- By June 2021, the percentage of grade 11 students scoring met or exceeding on the Smarter Balanced Summative Assessment will increase as follows for each group of students: All from 27% to 50%; English Learners 0% to 25%; RFEP Reclassified EL Students: 27% - 42%; Students with Disabilities: 0% to 25%. Additionally, to support the area of mathematics and continuity of learning, CVLCC will purchase the full iReady Mathematics Diagnostic Program which will include digital assessment, instruction, and student/teacher materials. This will allow teachers and students to have continual access to standards-aligned lessons, assessment, and quality digital instructional materials. The Instructional Coaches, Coordinators and administrators will continue to provide teachers with additional high-quality professional learning, curriculum and instructional resources through their weekly Guiding Coalition Teams that map out professional development opportunities. The goal is to have students move fluidly between Distance Learning to an in-person model while maintaining rigorous learning and continue to have access to a full curriculum.

#### 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.]

Teachers will review all assessment data and focus on a continuous improvement learning model. Through the systemic use of formative assessment that include collecting exit tickets through a digital platform at the end of each class session, whether on-line or in person, using an opener to reinforce skills, using “chats” as a digital way to check for understanding on concepts recently taught, provides real time evidence for teachers to gauge student progress. Faculty is aware of the academic gains when giving students opportunities to share what is working and what is not working in their classrooms and by continuing to provide ample opportunity for discussion and meaningful content interaction with students through higher-order thinking questions as evidenced in their weekly lesson plans. All students are given opportunities to participate in engaging activities that provide them with ample time to think and develop a solid response, as appropriate. At CVLCC Elementary the majority of learning is designed to be asynchronous in nature and stabilized with weekly video conference check- ins, as well as constant teacher availability during school hours via email, video conference, or phone. The learning is focused on core content areas, but there is also an important focus on maintaining the 50/50 bi-literacy model that is very important at CVLCC - thus there is critical focus on language development. Video conference check-ins allow for social emotional support, online community building, communication, and guidance related to being successful with the weekly asynchronous learning opportunities. The school site counselor, resource teacher, and psychologist have been critical in offering social emotional and academic support to students and families. At the CVLCC Middle School the structure of distance learning is very similar but includes more synchronous learning through the use of Microsoft Teams. Teachers lead live video conferencing sessions to teach concepts, review, and/or present information so that students will be more successful with independent work each week. All content areas are being addressed. CVLCC Middle school also has social emotional check- in video conference calls to support the well-being and health of students. The complexity of academic rigor at CVLCC High School has created the need to engage in synchronous teaching and learning through the use of video conferencing with Microsoft Teams. The High School has utilized PowerSchool Learning, the secondary schools' learning management system, to manage asynchronous learning opportunities and to centralize access to course content, online tasks including discussions, assignments, and assessments. CVLCC High School implemented a plan to address the continuation of AP courses through distance learning and the shift to AP exams being online during the closure. In addition to daily live video conferences and asynchronous learning, a plan was created to ensure students would be prepared for Advanced Placement testing that would take place in May. AP exam preparation courses for each AP class were scheduled in the afternoons to help students prepare for online testing for AP exams. CVLCC HS site leadership also collaborated with the University of California at San Diego to transition students who were taking college courses through the UCSD Extension dual enrollment program. Academic counselors offered support for students and families in navigating the college acceptance and financial aid process through the use of individual videoconferencing appointments. Purchase of 500 student laptop machines to ensure all children have access to technology devices throughout the distance learning period.

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

| Description | Total Funds | Contributing |
| --- | --- | --- |
| LASLinks | $55,000 | YES |
| Achieve3000 | $58,000 | YES |
| JupiterEd | $5,121 | YES |
| Partnership with UCSD to provide on-line classes for our High School students | $36,000 | YES |
| Instructional Materials to support socio-emotional, self-care, and restorative practices (positive behavioral interventions) | $24,000 | YES |
| Purchase instructional software to support and supplant academic instruction via distance learning for English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness. Ex: Readtopia, Snap&Read Extension, and Reflexmath.com. | $50,000 | YES |
| Purchase of iPads for 1-1 for grades TK-Kinder  Laptop purchase to allow for 1-1 for grades 1-12th | $50,000  $500,000 | YES |
| iPads with stylus pen for instruction, group work and independent tasks. | $6,000 | YES |
| iPads with stylus for exclusive use of our students receiving Special Education Support. | $35,000 | YES |
| Professional learning on socio-emotional, self-care, and restorative practices (positive behavioral interventions) | $50,000 | YES |
| On-line professional learning from Harvard University on teaching strategies to address learning loss in a Distance Learning Model | $3,000 | YES |
| Computers for staff and all personnel working with pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness. | $50,000 | YES |
| Total- | $922,121 | YES |

## Mental Health and Social and Emotional Well-Being

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

CVLCC developed a survey sent to the entire community to elicit data/information that would help more efficiently address areas of need. The CVLCC Heart Team, in coordination with school secretaries, and support staff, made sure contact was made with 100% of CVLCC families that qualified for Free/Reduced lunch. On-going messaging to the community will be a recurring theme on the required daily student attendance and engagement from both the system level and individual school sites. Communication will be executed by the use of School Website, Messenger, monthly newsletters in both English and Spanish. If virtual or phone calls are necessary for parents, translation services will be provided for families who need this service. System-wide, all teachers incorporated small group and individual conferring sessions during office hours to get to know their students through restorative practice principles and community circles. Administration, instructional coaches, faculty, school counselors, social worker and psychologists all received professional development from the San Diego County Office of Education’s Restorative Practice trainers. In addition, we partnered with the Family Resource Center of Chula Vista to provide referrals for any family our Heart Team determined needed support outside of our scope of service. Members of our Heart Team specialize in providing small group support to any student teachers referred by teachers or parents. We recognize that the COVID-19 pandemic has caused our families undue stress and has placed our students in traumatic situations, thus the first two weeks of classes was focused on creating community and getting to know our students. The School Social Worker at the High School has been a tremendous asset to high school students and families during closure as she has offered social emotional health and wellness support to help our community deal with the implications of the COVID-19 pandemic. Our goal is to provide individual services to support social emotional well-being so that academic learning can flourish. In addition, a multi-pronged approach to structured, individualized academic instruction was provided to students identified as needing extra support, with an emphasis placed on EL's, foster youth, low-income, and SPED students. Our weekly professional learning communities will focus on the productive collaboration between faculty, school leaders, and support staff so that all of our resources are used to target the learning needs of our students. It is imperative that CVLCC educators grasp which students need support in this new learning environment so that they are successful and thriving.

## 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.]

A list was compiled at each system that identified students that were not engaged during distance learning and counselors, administrators, and a call was made to the individual families to see how we could provide support. Our counselors, psychologists, resource specialists, speech/language therapists and our social worker will continue to be in regular contact with foster families via telephone and TEAMS to provide them with information and support to set up structures and routines to make distance learning successful and to mitigate barriers to learning such as access to technology. To support students who are having challenges with distance learning (e.g., chronically absent students). Our Heart Team will collaborate with parents, students, and school staff to create an action plan for student engagement. Moreover, foster youth and students experiencing homelessness who need additional support will also be eligible to receive counseling services and/or will be connected to wraparound services. Our Heart Team meets on a weekly basis with­ faculty and staff to provide socio-emotional support to our students so that they can focus on attaining the goals of our instructional program. Teachers will provide daily small group instruction engaging students in oral language development opportunities targeting language needs of English Learners. Students with disabilities will receive direct services as indicated on the individualized education program (IEP). School Psychologist will reach out to families to ensure students have access to technology and service providers will accommodate and modify the Distance Learning to support each students’ unique needs. Our tiered system of support and reengagement strategies begins with personal contact to families in their home language to find out how we can support them. Then, our Student Study Team (SST) meets to offer our faculty and staff with research-based strategies to modify instruction. These strategies are tried out for 6-weeks and follow-up meetings are scheduled alongside family members to assess the success of these modifications, or to engage student in alternative strategies until progress is made in the targeted academic or socio-emotional area. The SST plan is written collaboratively with family members, including learner when appropriate so that short-term and long-term goals are identified and followed through by all involved in the process including our site psychologist, nurse, speech/language therapist, counselor, social worker, if needed, and administrator. If there has not been adequate progress, the SST is followed up by in-depth support monitored by entire team with further modifications are monitored for an additional 6-weeks. If student is still not engaged in instruction and is at risk of learning loss, then we begin an assessment plan making certain we have parental support. On-going monitoring of student progress is of utmost importance in our system so that we ensure ALL students are meeting compulsory educational requirements and are College/Career Ready. A weekly engagement record must be documented for each student. Communication with community on the importance of regular school attendance will be shared in newsletters, phone messages and through our website. Chronic absenteeism data will be recorded and tracked in CALPADS as has been documented in the past. Tier 1 – Principals message to parents the importance of participating and the effect of chronic absenteeism. Tier 2 – AHS identify students with attendance issues. This will happen in the regular course of attendance documentation. Chronic Absence Reports are available in eSchool Library. Tier 3 – Principal meets with parents by phone call or virtual meeting: SART contract with family when applicable. If non-compliant with SART, then SARB referral to Student Placement. Our goal is to mitigate in a timely manner whenever we observe a pattern of pupils not meeting compulsory education requirements, or if the pupil is not is not engaging in instruction and is at risk of learning loss.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The thorough and effective response from CVLCC has not come without serious impacts on students, families, and the greater community. Food services have been provided through the CVLCC chartering authorizer, and as a school system, efforts have been made to provide food, resources, and support led by the CVLCC Heart Team. In some ways, families are struggling in this new distance/online learning environment, but each step of the way site leaders and teachers have tried to support families as much as possible with constant communication and ample tech support. The looming financial crisis is also going to impact the community more and more the longer the closure continues. Many CVLCC families are socioeconomically disadvantaged, so providing basic resources/needs is going to continue to be a focus at CVLCC. Another impact related to closure is childcare so family members can work to support families economically. Childcare is an area of support CVLCC is currently embarking in partnership with the YMCA for essential workers housed at our elementary campus from 7:30-4:00 on a daily basis. COVID-19 has had a dramatic impact on the school community, CVLCC is rising to the challenge to address these impacts and will continue doing so in the future. CVLCC is a dependent charter school of the Chula Vista Elementary School District. As a dependent charter, CVLCC follows the guidelines that were carefully laid out by the district/authorizer. The Chula Vista Elementary School District has made a concerted effort to reduce physical contact and the number of staff present during food distribution. Guidance on meal distribution was provided to each site to ensure that staffing roles and responsibilities were replicated at each meal distribution site. The Emergency Preparedness and Security Manager at the district coordinated with child Nutrition Services, custodial staff, CVESD administrators and the Chula Vista Police Department so that all involved parties were aware of their role throughout the distribution process. For all of our community that qualifies for Free/Reduced Lunch, a five-day meal is distributed for breakfast and lunch for all three sites, from 12:00-2:00 every Wednesday as a “Drive Through” process at our Elementary campus. Personal protective equipment is distributed for each employee involved during food distribution. Additionally, social distancing and sanitation protocols were clearly communicated and continue to be enforced. Any visitation to a school site is immediately approved with CVLCC CEO Dr. Ramirez. The meal distribution process continues to be a fluid process across our district to ensure that we are following both state and CDC recommendations, while meeting the needs of our community.

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

| Section | Description | Total Funds | Contributing |
| --- | --- | --- | --- |
| Mental Health and Social and Emotional Well-Being | Social Worker to provide additional supports and services for FY, EL, LI, and Homeless children | $17,000 | YES |
| Mental Health and Social and Emotional Well-Being | Professional Learning for Faculty & support staff in the area of Trauma-Informed classrooms and transformational educational strategies. Stronghold® consultants, a Northern CA based Restorative Justice non-profit organization that addresses a holistic approach to social and emotional wellbeing will be contracted. | $5,000 | YES |
|  | Total- | $22,000 |  |

## 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 |
| --- | --- |
| English Language Learners-35.2% | No increased apportionment. |
| Socioeconomically Disadvantaged-66.4% | No increased apportionment. |
| Foster Youth-0.1% | No increased apportionment. |

### 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.]

In coordination with faculty, coordinators, school secretaries, and support staff, we are making certain contact is being made with 100% of our CVLCC families that qualify for Free/Reduced school lunch. Each site leader has provided time for teachers, instructional coaches, and coordinators to reach out to any student who has not connected via Distance Learning so that we can support them in any way. Based upon their level of need, we designate our ELL Instructional Aides, school counselors, Resource Specialists, and psychologists to provide additional small group or 1:1 services to support social emotional well-being and bridge academic learning gaps. An individual learning plan will be formulated for each student using the results of assessments conducted during the first two weeks of school. Based upon these results, teachers will provide targeted small group or 1:1 instruction to students identified as needing extra support, with an emphasis placed on EL's, foster youth, low-income, and SPED students. For accountability of service to our students that have an Individual Educational Plan (IEP) all faculty and staff provide schedules to ensure that the student’s educational goals are being met. The key is to have productive collaboration between the teaching staff, school leaders, and support staff during professional learning community time for each grade level on a weekly basis to ensure continuity of instruction. CVLCC educators will use real-time data to determine which students need support in this new learning environment so that they are successful and thriving. Teachers new to CVLCC were also offered professional learning opportunities related to best practices to use with EL's to support language acquisition in both English and Spanish - and to also support the future training of all teachers in GLAD pedagogy. CVLCC administrative team will continue to track weekly academic progress and recommend modifying instructional plans in order to best support all students, but specifically our foster youth, English learners, and low-income students and their families.

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

At CVLCC the first priority was to ensure the social emotional well-being of all students and families and setting up a system so that we can continually monitor our students’ academic progress. and consistently implemented. CLVCC also sent multiple surveys and made contact with families to gain a greater understanding of how CVLCC could best develop distance learning that would be supportive and effective. Following the collection of data, school site leaders, in collaboration with upper management, instructional coaches, teachers, and support staff, crafted distance learning plans for each school site. Due to the nature of operating three school sites within one system, a degree of flexibility was required to address the needs of students at each site. The result was the development of three plans with very similar components, but also unique qualities meant to support students at each site. System-wide, faculty uses Google® Translate as an early scaffolding digital tool to assist in translating a text, but also the use of Google® Translate’s Snap feature which instantly translates an image using a camera. The Talk feature enables users to have live bilingual conversations. The Google Translate Chrome extension translates an entire webpage.  Microsoft Immersive Reader is utilized where students can hear the text read aloud, use a picture dictionary, to look up words, and translate part of or the entire text into multiple languages in Word, OneNote, PowerPoint, and on several creation apps such as Buncee and Flipgrid. Using these technological devices and engaging curriculum will assist students in accessing grade level standards in both English and in Spanish. The use of personalized data cards for each student will allow administration and faculty to monitor the progress all students, but particularly those of foster youth, English learners, and low-income students. Services provided by additional staff include small group instruction, individual reading and mathematics assessments, and language progression as measured in English by ELPAC and in Spanish by LASLinks. We will use a variety of formative and summative assessment measures such as the California Dashboard, Illuminate, iReady and the released CAASPP performance tasks, and school benchmarks to provide us with a holistic view of our learners.