Learning Continuity and Attendance Plan (2020–21)

<mark>Amended November 12, 2020</mark>

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
Coachella Valley Unified School District	Dr. Josie Paredes Assistant Superintendent, Educational Services	josie.paredes@cvusd.us 760-399-5137

General Information

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

The Coachella Valley Unified School District (CVUSD) encompasses 1,200 square miles of rural farmland and desert in southeast Riverside County, including the small communities of Thermal, Coachella, Oasis, and Mecca. CVUSD includes the community of Salton City which is located approximately 60 miles from the Mexican border in Imperial County. The geographical center of the district is Thermal, which is about 30 miles southeast of Palm Springs. The majority of our families are employed in the following areas: agriculture, hospitality, construction, landscape maintenance, health, and small business.

In this geographically sprawling and somewhat isolated district of 17,277 students: 92.5% of students are part of the unduplicated student count; 90% of students meet eligibility requirements for free or reduced lunch; 40% are English Learners; 11% are Migrant; 0.4% are Foster; 2.4% are Homeless, and 52.4% of students are transported daily to school during the regular school year. Approximately 1,000 certified employees and 850 classified employees serve the needs of our students. The vision of the Coachella Valley Unified School District is Preparing All Students for College, Career, and Citizenship.

CVUSD is comprised of 21 schools: 14 elementary schools with Transitional Kindergarten - 6th grade; 3 middle schools with 7th - 8th grade; 1 High School with 7th - 12th grade; 2 comprehensive high schools with 9th – 12th grade; and 1 continuation high school. District early childhood programs serve over 600 students and the Coachella Valley Adult School serves over 3,000 adult students annually.

The COVID-19 pandemic has affected the entire CVUSD community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused stress and trauma for families. The closure of schools has impacted many students and families by challenging their ability to access basic services including food. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

As we continue to move forward with our educational changes, we embrace the opportunity to strengthen our CVUSD Pillars that will support student achievement.   These five Pillars of Success include the following:
1. Academic Achievement
2. Community Engagement
3. Effective Instruction and Leadership
4. Fiscal Solvency and Optimization of Resources
5. Safe and Respectful Schools

In partnership with our families, CVUSD is committed to develop school communities with a sense of safety, belonging, and supportive environments that will serve all students.

Stakeholder Engagement

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

CVUSD's efforts to engage stakeholders has been ongoing since the COVID-19 school closures in March. Stakeholder feedback has provided staff with valuable input to inform the district's planning. Key activities included:
- School Opening Task Force
- Parent Informational Nights
- Public Forum - Grading
- Public Forum - School Opening
- Public Hearing on Written Report and Budget
- Stakeholder Survey - June
- Parent Survey - July
- District Parent Advisory Committee Meetings
- District English Learner Advisory Committee (DELAC) Meetings
- Migrant Parent Advisory Committee Meetings
- Board Meeting Presentations and Public Comments
- Negotiations with classified and certificated bargaining units
- Public Hearing on the Learning Continuity and Attendance Plan
- Online Comment Form for Feedback on the Learning Continuity and Attendance Plan
- Other: individual feedback received via phone call, email, social media, support requests

Stakeholders without access to the internet were engaged through the BlackBoard communication system with phone calls, text messages, and emails. Staff continuously communicated with families by phone, text, and in-person conversations. Key information was shared via letters and postcards home. Radio and television were also utilized when possible. All meetings held via Zoom were also accessible through the telephone and did not require internet access or video. Social media has been another useful way to share information with all stakeholders. Parents also have access to district resources through iPads and hotspots issued to students. As 62% of parents prefer communication in Spanish, communication with families has been in both English and Spanish with interpretation/translation services provided for meetings.

Negotiations with the Classified and Certificated bargaining units have been ongoing and will continue as the school year progresses.

The School Opening Task Force was created in May 2020 to prepare for the 2020-2021 School opening with phased planning to restore operations. The Task Force included over 65 people representing district administrators, principals, California School Employee Association (CSEA) representatives, Coachella Valley Teachers Association (CVTA) representatives, and parents. The mission of the Task Force was to share planning considerations across the focus areas of: instruction, health and safety, social-emotional support systems, family and community engagement and operations; and identifying additional tools and resources to reference in the planning process. The first meeting was held on May 27, 2020 and then the team was broken into the following six subcommittees: Personnel & Risk Management, Communication & Public Information, Student Support, Curriculum & Instruction, Technology Supports, and Early Learning Childhood Support. Subcommittees met two to five times and then came back together on June 16 to share the planning considerations. All meetings were held virtually via Zoom. Each subcommittee developed 3-4 focus areas around maintaining continuity of instruction; keeping students and staff safe and healthy; ensuring access and equity for all students; communicating with stakeholders, such as students, families, and certificated/classified staff; and flexibility to meet the needs and advocate for all students, while maintaining fiscal solvency. Considerations for all areas included student groups, parent/family connections, and professional development. Each committee focused on key areas:

Personnel And Risk Management: Staffing Plan, Available Staff and Facilities; Staff and Student Safety; Supplies

Communication & Public Information: Roadmap; School Expectations; Tactics

Student Supports: Health And Safety For Students with Disabilities; Physical Distancing on the Bus, Lunchtime, Recess, Etc.; Mental Health and Well-being; Transportation: Loading/Unloading Zones and Bus Stop Safety; Ases - Build Positive Relationships, Engaging Students, Safe and Supportive Environments, and Engaging Activities; Nutrition: Health and Hygiene Promotions

Curriculum & Instruction: Standards-based Instruction For All Content Areas; Assessment & Measurements; Classroom Procedures and Routines, Professional Development

Technology: Devices & Connectivity; Technical Support; Edtech Support; Security

Early Childhood: Hygiene/Health Practice; Curriculum Supports; Professional Development & Training Resources

CVUSD planned a flexible approach, understanding that the school year could start with one instructional delivery model and, as new information becomes available about health and safety, could transition to a different model. Planning was based on three different scenario instructional delivery models.
- **Scenario A**: All students return to school in person
- **Scenario B**: Hybrid model with a combination of classroom and distance learning- all students report to school two full days a week.
- **Scenario C**: Gradual return with grade level approach.

Public Forum(s) on Distance Learning: Two Sessions were held on July 14, 2020. One at 2:00 pm and one at 7:00 pm. CVUSD received over 600 questions/comments from the public forums on school reopening. Questions/comments were compiled in a Frequently Asked Questions (FAQs) format and posted on the CVUSD District website. Main categories of discussion were:
- Cleaning
- Masks/Social distancing
- Transportation
- Student/Employee diagnosed with COVID 19
- Device/Internet Connections
- Can Parents Choose Virtual Learning?
- Hybrid Setting
- Teacher/Teaching Related Questions
- Students with Special Needs/Intervention
- Paraeducators/Classified Employees
- Working Parents/Childcare
- Student Concerns
- ASES/PE/Recess/Sports

Board Meeting Updates
Updates on school closures, distance learning, and the 2020-21 school year opening were presented at school board meetings held on March 26 , April 9, April 23, April 30, May 7, May 21, June 11, June 25, July 9, July 16, August 6, and August 20. CVUSD's stakeholders submitted comments that were read during the public comments portion of the board meeting. All meetings offered translation/interpretation services.

For a comprehensive list of public comments/stakeholder feedback, please visit the following link: http://bit.ly/CV-FEEDBACK

The majority of public comments at school board meetings concerned:
- School setting - virtual, hybrid, or traditional
- Additional funding to support student mental health
- A proper graduation ceremony for 2020 graduates
- Assistance for students having issues with their devices and internet connectivity
- The District's plans to ensure safety during the 2020-21 school year
- Parent requests for training to be able to assist their students with distance learning
- Parents and teachers of Special Education students voiced concerns about how the students' unique needs would be met
- Providing teachers with the option to choose to work from home or their classroom
- Enabling Classified employees, when possible, to work from home

In June 2020 CVUSD asked all stakeholders to participate in a Distance Learning Survey. A postcard with survey link information and QR Codes was mailed to all CVUSD stakeholders; the links were also emailed and available on the district website and social media - in English and Spanish. CVUSD received 3,511 family responses, 1,130 staff responses, and 1,464 student responses.

Family survey:
- *Community Needs:*
    - *Food Situation, Housing Situation, Transportation*
    - *Child's Social-Emotional Well-being*

- o *Child Care*
- o *Concerns about distance learning*
- *School Setting Preference*
- *First Choice for School Setting*

Student Survey:
- *Distance Learning Environment:*
  - o *How often students were able to access schoolwork online*
  - o *How often students were able to stay focused when doing schoolwork at home*
  - o *How successful students were in participating in virtual school work from home*
- *Needs with Distance Learning*
- *Social Support*

Staff Survey:
- *Family Communication:*
  - o *During the 2019-20 school closure, how often staff were able to communicate with families*
- *Professional Needs with Distance Learning:*
  - o *How valuable CVUSD staff found the online school/district professional development resources supporting distance learning*
  - o *How confident staff was that they could prepare standards-based virtual lessons*
- *Student Support*
  - o *From what teachers/staff could tell, the percentage of students who had difficulty accessing reliable high speed internet*
  - o *From what teachers/staff could tell, the percentage of students who had reliable access to a tablet, laptop, desktop or other internet-connected device*
- *Staff Well Being and Social Emotional Learning (SEL):*
  - o *How concerned staff were about their <u>social emotional well-being</u> as CVUSD planned for the 2020-21 school year*
  - o *How concerned staff were about their <u>physical well-being</u> as CVUSD planned for the 2020-21 school year*
- *Staff's First Choice for School Setting:*

English Learners
- *Engaged with Dual Language teachers during the Spring of 2020 to solicit feedback on:*
  - *adjusting instructional minutes in order to maintain the program model*
  - *Professional development needs based on both distance learning and program model needs*
- *Dual Language*
  - *Provided parent informational nights to share Dual Language Pathway program details and identify interested families for both elementary and middle school program - to identify teacher placement and curriculum needs*
- *DELAC meeting on May 27th*
  - *feedback on how to provide supplemental services to EL students: LTEL, Newcomer, and EL after school tutoring through virtual learning opportunities*

Parent Survey to determine device and internet needs - July, 2020
9,415 parents responded to the survey, representing 96% of district students.
- *3,102 students still had a district iPad checked out.*
- *67% of parents responded that they did not have Internet access at home.*
- *5,697 or 60% of parents indicated the need for a district hotspot for their child to access the internet.*

The Learning Continuity and Attendance Plan was posted on the district website for public viewing on September 4, 2020. A Public Hearing was held at a regularly scheduled board meeting on September 10, 2020. The plan was presented to the LCAP District Leadership Team on September 8, 2020, The District English Learner Advisory Committee (DELAC) on September 9, 2020, and the District Parent Advisory Committee (DPAC) on September 16, 2020. The Superintendent provided written responses to feedback received from DELAC and DPAC.The plan was revised in response to board and stakeholder feedback and reposted for public viewing on September 21, 2020. The plan was presented for board approval on September 24, 2020.

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

All board meetings were held virtually as Zoom webinars. Attendees had the option of attending virtually or calling in to listen to the meeting. All meetings had Spanish interpretation available. Members of the public were able to submit public comments via an online form; the link was posted on our district website. During the public hearing for the Operations Written Report, members of the public were unmuted one at a time to make their comments.

During other public meetings, materials were shared online, via Zoom, or through email. The polling and chat features of Zoom were used to gather feedback and address questions.

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

Early Childhood Education
Stakeholders created 5 subcommittees task force teams and each team held four Zoom meetings. The following were major recommendations shared with the Stakeholders:
- Provide 2-way communication with families on a weekly basis.
- Provide additional support and resources for families and students who are identified as highly vulnerable (homeless, grandparents raising grandchildren, underlying medical conditions, etc.), as needed.
- Parents need technology training on IPAD, Google Classroom, Google Meet, Learning Genie, ZOOM or any other virtual platform that may be used.
- Create a resource page for both parents and staff to access online parent training material based on educational topics.
- Students to receive classroom supplies kits- one for the classroom and one for the home
- Purchase appropriate technology to support delivery of virtual learning (Chrome/IPAD)

District English Language Advisory Committee (DELAC)
- May - Meeting held virtually and obtained specific stakeholder feedback:
  - Recommended to continue to provide supplemental services for English learners through virtual programs aimed to target English learners (in general), as well as specific EL populations such as Long-Term English Learners (LTEL) and Immigrants (newcomers)
    - EL Mentors for LTELs: 1-2 EL Mentors assigned to each site (depending on need) to work with students who are long-term English learners and are struggling with reclassification; provided with guidance on reclassification criteria, review of personal progress, goal-setting, teacher and parent communication, and ELPAC preparation
    - LTEL After School Tutoring: Every site to be assigned 1-2 tutors to support long-term English learners with academic support and tutoring
    - Newcomer Academy for Immigrants: Program offered to students new to the country that will:
      - Prepare our immigrant students for a successful transitional experience in the United States;

- Foster a welcoming environment where immigrants feel safe to collaborate and learn with other newcomers;
- Give our immigrants the opportunity to practice English skills and prepare for the ELPAC
    - o Embed "How To" support in all virtual meetings offered by EL Department
        - Zoom
        - Google Classroom
        - District Used Platforms (district website, parent portal, student email system, social media)
    - o Offer additional DL parent information sessions via Zoom

Migrant Parent Advisory Committee (PAC)
- April and August - Meetings held virtually and obtained specific stakeholder feedback:
    - o Implement Migrant Summer School virtually
        - provide students with learning material/supplies & arrange for PM (late afternoon) pick-ups
    - o Implement Migrant After School Academy program virtually
        - Provide program 3X a week, for less time each meeting (1.5 hours instead of 2)
        - Include schools not usually included in Migrant After School Academy due to low number of students at site - can include students virtually
    - o Embed "How To" support in all virtual meetings offered by EL Department
        - District Used Platforms (district website, parent portal, student email system, social media)

Negotiations with Coachella Valley Teachers Association (CVTA) and California School Employees Association (CSEA)

CVTA : Ongoing negotiations between the district and CVTA resulted in a Memorandum of Understanding (MOU) that was approved by the CVUSD school board on August 20, 2020.
The MOU included, but was not limited to:
- Safety Protocols to be followed (face covering requirements, hand sanitizer, hand washing requirements, physical distancing, meetings and gatherings, Daily cleaning and Disinfecting, Air ventilation, and health screening)
- Key Components of the Distance Learning Model - certificated staff can choose to work from their classroom or their home
- Distance Learning Accountability Requirements
- Days and Hours -Classroom prep and professional development days, extra duty assignments and the 2020-21 School Calendar
    - o The October non-student professional development day was moved to August 13, 2020 to provide a prep day for CVTA members to prepare for virtual learning to begin on August 14, 2020.
    - o The March, 2021 Professional Development day will be moved to the day prior to the first day of the transition to the hybrid model of instruction.
    - o The district will provide 2 hours of professional development every Wednesday

CSEA: Negotiations are ongoing at this time.

Aspects of of the Learning Continuity and Attendance Plan that were influenced by stakeholder input:
All stakeholder feedback was considered by CVUSD when developing the Learning Continuity and Attendance Plan and responding to the needs of our students, families, and staff. The work of the School Opening Task Force directly influenced the instructional models, safety protocols, equipment needs, technology support, professional development, and communication plans.

During public comments at board meetings in June and July of 2020, many parents and staff members voiced opinions on what was the best way to reopen schools for the 2020-21 school year; most were in favor of distance learning.

Based on a June, 2020 survey of families, when asked what their School Setting Preference was:
- 84% of families surveyed were somewhat to very comfortable with a Virtual School Setting, 96% with a Hybrid School Setting, and 30% with a Traditional School Setting

Based on a June, 2020 survey of CVUSD staff, when asked what their School Setting Preference was:
- *Staff's First Choice for School Setting*: 41% chose Virtual Setting and 45% chose Hybrid Setting

Based on the above stakeholder feedback, son July 16, 2020 the CVUSD Board of Education approved the opening of the 2020-2021 School Year as follows:
1. Begin the 2020-2021 school year with 100% of the students in virtual Distance Learning
2. Then Transition into a Hybrid Model with 50% of students on campus when it is feasible to do so working with the local public health office
3. Then Transition to the Traditional Model with modified schedule with 100% of students on campus when it is feasible to do so working with the local public health office

A June 2020 CVUSD Survey on *Distance Learning during school closures* from March - June, 2020:
Survey responses indicated:
- 57% of families were very concerned about their child's learning while school was closed.
- 31% of families were somewhat concerned about their child's learning while school was closed.
- 56% of families reported that their child was participating in learning activities for 60 minutes or less per day during school closures.
- 50% of students were sometimes focused on doing schoolwork at home, and 11% were never focused.
- 74% of staff surveyed responded that students were somewhat to not at all engaged.
- 26% of staff responded that students were mostly to almost all engaged.

In response to the above feedback from stakeholders (families, staff, students) CVUSD is committed to providing high quality instruction online to every student, every day. Our commitment includes, but is not limited to, the following:
- Interaction, instruction, check-ins via computer
- Aligned to grade level standards
- Instructional minutes specified
- Substantially equivalent to in-person instruction
- Daily live interaction with teachers and students

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 CVUSD School Opening Task Force worked diligently this past summer to create instructional models for both general and special education. The three instructional models that best meet the needs of CVUSD are Virtual Distance Learning, Hybrid, and Gradual return of Traditional Learning. CVUSD began the 2020-2021 school year with 100% of the students in Virtual Distance Learning, based upon Riverside County and State of CA recommendations. While current health conditions do not permit in-person instruction, the district will continue to plan blended learning models in preparation of students returning to school when it is safe to do so. Please note that this planning is tentative and will continue to be responsive to state and county guidance in addition to the district's own monitoring of community conditions and needs.

Tentative in-person planning includes:

Hybrid Model
The Hybrid model occurs both in the classroom and via Distance Learning. Teachers and students meet two consecutive days per week at school for in-person learning and three days per week for Distance Learning. School days will be modified to allow smaller cohorts fo students to attend and maintain social distancing recommendations In this model, the district plans to continue with direct instruction, small group instruction, daily socio-emotional learning instruction, intervention time, and office hours to support students and parents. While at school, students will adhere to social distancing and safety protocols. Safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mak procedures, and sanitizers. Additionally, CVUSD will provide training in safety protocols and procedures to all staff and students at school sites and district offices.

Students will be cohorted into

Gradual Return of Traditional Learning Models:

CVUSD will transition to the Traditional Instructional Model, with modified schedules and 100% of students
on campus, when it is feasible to do so, working with the local public health office for guidance. The return to the Transitional Instructional Model will include classrooms implementing social distancing and minimized mixing of students. This plan of progression is subject to change as federal, state, and CDC Guidelines, in addition to executive orders, are updated. CVUSD is taking a proactive approach to plan for all future scenarios.

Leadership at each site school has developed plans to ensure they will be able to identify how classroom-based instruction may take place in both the hybrid and traditional model. Each plan includes protocols to ensure safety of students and staff, consistent with public health guidance, including how students will enter and exit the school, when and where hygiene practices can take place, the need for protective equipment, allowing for physical distancing and time for cleaning and disinfecting to ensure physical health and safety in school facilities and busses.

CVUSD will continue to focus on a strong instructional program that includes essential standards and a cycle of assessments to consistently monitor and accelerate the learning of our students. These assessments will be used to identify and remediate knowledge gaps.

Determining Learning Loss:
At the beginning of the school year, and in regular intervals throughout the year, teachers in each grade level and subject content area will administer pre-tests, diagnostic assessments and/or screeners, to determine students' skill levels and degree of learning loss. With this data, the teachers will design small group instruction/interventions to support students and mitigate learning loss. In elementary school, teachers will meet with small groups daily for 50 minutes. In middle and high schools, teachers will meet with small groups daily for 40 minutes. Small groups are flexible (with standards addressed and student groups) to meet the needs of various students.

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

Elementary Assessment TK- 6th pre /post assessment will determine student gaps in Language Arts/ Mathematics
  TK- Literacy/ Math pre/post assessment for phonics and number sense
  K- Pre/Post Phonics Assessment, Pre/post Math BTS
  1st -6th Pre/ Post RAPID assessment, 1st Pre/post Math BTS andin grades 3rd -6th CAASPP -IAB/FIABS
Secondary Assessment pre/post assessment will determine student gaps in Language Arts/ Mathematic. In Addition, IAB/FIABS will also be utilized in preparation for state assessments. Other content areas such as, Science, Social Studies, Physician Education, Electives etc. will use publisher formal assessment to determine gaps and progress through the year.

Assessments to determine English Learner students' skill levels include:
- LD Benchmark
    - Locally-determined assessment that mirrors ELPAC
        - administered virtually (remotely)
    - Will provide teachers with interim language data to guide instruction and provide support with language needs
    - Administered as an interim until Initial ELPAC can be administered
    - All students pending a language designation, known as To Be Determined (TBD) with their language fluency, will receive designated ELD support
- Initial ELPAC - In Person Assessment (if not yet returned to in-person instruction)
    - Used to determine English language proficiency of students who identified a language other than English in their Home Language Survey (HLS)
    - In-Person Assessment Protocol established (with health safeguards in place)
        - District-generated letter to accompany Initial ELPAC Notification Notice to Parents
        - Script for English Learner Support Assistants (ELSAs) to follow when contacting parents to schedule in-person appointments
            - COVID-19 questions\
            - Explanation of testing process & protocols
- Fall Optional Summative ELPAC
    - Administered to students who did not start or finish the Spring 2020 Summative ELPAC due to COVID-19 school closures
    - Results used to determine if student is ready for reclassification
    - Same protocols listed above established for this assessment
- ELD Benchmark - Fall Administration
    - Data to guide teachers with language needs of students during both integrated and designated ELD instructional time

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Transportation	$9,812,942	YES
Plexiglass barriers and signage for students and staff	$1,000,603	NO
Personal Protective Equipment	$1,960,995	NO
COVID-19 testing for employees	$2,000,000	NO
Professional Development	$516,410	YES
Nutritional Services	$250,000	NO

Distance Learning Program

Continuity of Instruction

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

As schools began to be impacted by the COVID-19 virus, CVUSD was proactive in planning for a potential school closure, as we know that many CVUSD students do not have access to an electronic device and/or internet at home. On March 6, 2020, we developed supplemental educational materials. Prior to the end of the day on March 13, 2020, CVUSD sent home hard copies of supplemental educational materials to allow our students to continue educational learning for three weeks in the event a school closure did occur. A formal announcement was made on March 13, 2020 that schools would be officially closed.

Immediately after school closure, CVUSD developed web-based supplemental online learning resources for students with access to technology and the internet. It included a website of instructional resources by each grade and subject area, along with resources for English learners, students with disabilities, and the dual-language program. Additionally, resources were added for Social-Emotional Learning for parents and students to access.

During the transition to online learning. the district developed additional hard copy packets of supplemental educational materials for students without devices and internet. As the closure was extended to the end of the school year, CVUSD worked with the teacher's union and site administrators to move towards distance learning. All teachers were required to participate in professional development on Google Classroom, Zoom, Webcast, and other online instructional resources.

CVUSD began the 2020-2021 school year with 100% of the students in Virtual Distance Learning, based upon Riverside County and State of CA recommendations. The CVUSD Virtual Distance Learning is conducted in a virtual learning environment with electronic study content designed for live online interaction that will consist of synchronous and asynchronous learning.
The Virtual Learning is structured to include:
         o Interaction, instruction, check-ins via computer and digital devices

o Alignment to current grade level standards
o Instructional minutes specified
o Substantially equivalent to in-person instruction
o Daily live interaction between teacher and students
o Built-in intervention time (approximately 240 minutes/week)
o Built-in teacher office hours

The terms 'synchronous learning' and 'asynchronous learning' are used throughout the document. Following CVUSD's definitions of these terms:

Synchronous Learning: *Synchronous learning is a type of learning that happens in real time where classmates and their teacher interact in a specific virtual place, through specific online medium, at a specific time while engaging students in learning through live instruction and interaction.*
Asynchronous Learning: *Asynchronous learning occurs separately. Methods of asynchronous online learning may include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, project based assignments, and exchanges across discussion boards or social media platforms.*

A rigorous distance learning plan can include a combination of synchronous and asynchronous learning. CVUSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks, with a balance of between synchronous and asynchronous learning with whole class and small group support.

CVUSD will transition into a Hybrid Instructional Model with 50% of students on campus when it is feasible to do so by working with the local public health office for guidance. This mode of instruction will include 2 days on site and 3 days distance learning (interaction and check-ins via computer). There is also an option for a Gradual Return to Traditional Instructional Model which would include grade spans being brought back to school in phases gradually, for example: 7th & 8th, 9th - 12th, Pre K - 2nd, and 3rd - 6th.

CVUSD will transition to the Traditional Instructional Model, with modified schedules, with 100% of students on campus, when it is feasible to do so by working with the local public health office for guidance. This type of instructional model will include classrooms with social distancing practices and minimized mixing of students.

Having started the 2020-21 school year with 100% virtual learning, CVUSD maintains a commitment to providing high quality online instruction to every student every day. Students maintain enrollment at their school site with instruction provided by their teachers. The district assures instructional continuity through the use of district-adopted curriculum for all courses. Curriculum will remain the same regardless of whether a student will participate in distance learning or in-person instruction. The district is utilizing the CANVAS Learning Management System (LMS) and instructional platforms (such as Google Classrooms and SeeSaw) for distance learning, which includes standards-based instructional materials utilizing district-adopted curriculum. CANVAS integrates with other programs used by the district, including Aeries, Google, McGraw Hill, Pearson, Zoom and many other platforms. Utilizing these platforms will allow for a more seamless transition for students when we go from virtual learning to in-person instruction.

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.]

CVUSD developed a plan to provide and distribute devices and internet access to students without resources. The plan included the following:
- Prepared available iPads for students and laptops for teachers
- Surveyed parents to identify families that do not have access to a device and/or hotspot
- Promoted surveys on different traditional and non traditional advertising and media platforms such as social media posts, social media ads on Facebook and Instagram, bilingual new stories on TV, local influencer support, radio ads, calls, text messages, emails and District and school website announcements.
- Collaborated with community partners to purchase hotspots
- Shared resources with families for free/low-cost access to the internet
- Implemented a multi-tiered plan to distribute devices and hotspots to families
- Placed Wi-Fi equipped busses in remote areas of the district for students to access online resources

In the spring, the district distributed 4,487 iPads and 2,706 hotspots to families for students to participate in distance learning and access educational resources. As of August 31, 2020, over 17,000 devices and 3,000 hotspots have been distributed to families.

The district continued to identify needs, build partnerships, and secure funds to ensure every student has access to an electronic device and the internet.
- The Technology Department held conversations with representatives from the offices of Governor Newsom and Assemblyman Eduardo Garcia in an effort to advocate for CVUSD to receive lower monthly internet service rates.
- The District established a partnership with the City of Coachella to purchase the best hotspot currently available on the market.
- The District purchased 3,000 hotspots in partnership with the City of Coachella and Verizon Wireless.
- The District established a procurement contract with Verizon Wireless that provides discounted pricing for monthly hotspot services and hotspot hardware. The approved pricing is valid throughout the duration of the declared State of Emergency associated with the Pandemic.
- In response to an increase in requests for assistance with home internet, CVUSD purchased an additional 1500 hotspots to support those in need.

In addition, the district purchased new devices for students and staff. These new devices will provide updated access to digital educational resources. The purchase of new devices consisted of the items listed below.
- iPads with a keyboard case, MacBooks, Conference Cameras, Headsets, and Cables.

Technical Support was also made available to the community through the use of several digital platforms. The district leveraged the CVUSD Website, Facebook, Blackboard Connect, Google Forms and others.
- The IT Student Support Request Google Form provides basic troubleshooting tips that help assist in the resolution of basic problems. If students are not able to resolve the issues by following the basic troubleshooting tips mentioned, they have the option to submit a request for a Technology staff member to provide support over the phone. For situations that require physical access to a device, students are given the option to drop-off the affected device for further troubleshooting or replacement.
- English and spanish video tutorials were developed and shared with stakeholders through the CVUSD website, Facebook, and Blackboard Connect. Videos included basic, intermediate and advanced lessons to assist all levels of technological needs. Liaisons will continue to host virtual workshops to continually assist our families with technology education.
- Instructional Media Assistants from all schools also assist in supporting students with basic troubleshooting when necessary.
- District-wide procedures were developed and shared with all schools on how to support student's when password information is forgotten or is malfunctioning.

The district understands the need to implement a long term home internet solution that will assist those students that lack internet access at home. In response to this issue, the district has been working with Red Rover, a Systems Integrator (SI), Pacific Lightwave, a locally operated Internet Service Provider (ISP), and Riverside County Office of Education (RCOE) to assess the feasibility of installing a Private LTE network solution that will provide the required internet access to students in need. The proposed network solution will leverage the Educational Broadband Spectrum (EBS) and the Citizens Broadband Radio Service (CBRS). Lastly, the district recognizes the need for immediate access to the internet which is why the district promotes the partnership with the California Emerging Technology Fund which offers financially affordable home internet options to families that qualify.

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.]

Distance learning schedules were developed with a clear number of instructional minutes each day, meeting state instructional minutes requirements for each grade level. Teachers will synchronously teach "live" through a virtual meeting platform on Monday, Tuesday, Thursday and Friday mornings. Students will engage in asynchronous instruction and independent work every afternoon and all day Wednesday, as teachers hold set office hours to meet with students individually and work with students who need additional support, in small groups, during these time periods. This facilitates differentiation and will help mitigate learning loss. Live teaching sessions are not required on Wednesdays, however, teachers provide additional instructional minutes for small group instruction and intervention allotted into their schedule.

Attendance will be taken each day through our student information system, Aeries. Daily participation will be documented by teachers through:

- Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between LEA employees and pupils or parents or guardians.

- Teachers shall ensure that a weekly engagement/participation record is completed for each student documenting synchronous and/or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments using Google Classroom and assessments using EADMS/iO Assessments.

- A student who does not participate daily in either Synchronous or Asynchronous instruction shall be marked absent.CVUSD will engage in a tiered system of interventions and supports for distance learning attendance and reengagement strategies. Tier 1 includes daily notifications to parents or guardians via phone calls made through Blackboard EdConnect, individual phone calls to parents, emails, and text messages.More information on this Tiered Intervention Plan is available in the Pupil and Family Engagement and Outreach section of this Learning Continuity and Attendance Plan.

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.]

CVUSD began providing professional development to support distance learning in March 2020. In August 2020, we began our new professional plan to support all staff with professional development during distance learning. Our Professional Development began with providing training on how to use Canvas, our new online Learning Management System that supports our currently used Google for Education platforms such as Google Drive, Google Classroom, and Zoom.

Building upon our crisis learning from the spring, we are providing support for teachers to service their students during Synchronous and Asynchronous learning blocks. Additionally, we have identified Essential Standards and organized them for each content area and subject matter, for a thoughtful progression of learning. Specialty programs, such as our Dual Language program have provided professional development on how to maintain instructional minutes based on our program model during distance learning. Teachers also received training on how to intentionally provide language support for our EL students, regardless of the instructional model we are implementing. Next steps will include supporting teachers with formative and summative assessment to address learning loss within intervention time and progression of learning in their current grade level standards, including providing support for English learners that can be delivered both in the classroom as well as during supplemental opportunities after school. Throughout the following month, we will also address Social Emotional Learning with professional development for all staff in Restorative Practices, Transformational Learning, and Positive Behavior Interventions and Supports. Other professional development includes lesson planning, virtual interventions/tutorials, teaching with a block schedule, Individual Educational Plans (IEPs), writing, math, history, science, California Career Guidance Initiative (CCGI), Student Study Teams (SSTs), and support for students with disabilities: Behavior, Special Education Information System (SEIS), Goalbook.

Training for paraprofessionals supporting distance learning includes the following topics: SST, Behavior, IEPs, Interventions, and Transformational Justice.

Additionally, we have provided teachers, support staff, and parents with the CVUSD Distance Learning website full of resources including: Social-Emotional Learning, How to Zoom, How to use Google Classroom, and free educational resources in both English and Spanish.

Numerous Professional Development trainings have been offered to our staff members. These training opportunities include: Google Classroom, Google Apps, Behavior in a Virtual Environment, Teaching Narrative and Informative Writing Virtually, Transformational Justice, Special Education Virtual Assessments, Developing Language Objectives, Canvas, and Zoom.

To support college and career readiness, all secondary teachers have access to NEPRIS to support virtual guest speakers in the classroom and industry chats to assist students with making informed choices for college and career. Online training is being provided to teachers.

Middle schools are receiving Paxton-Patterson College and Career labs that will be ready for use upon students return. Career exploration teachers have access to online curriculum modules through Paxton-Patterson during distance learning. Online training is being provided to teachers.

Under Williams guidelines, Career Technical Education (CTE) programs do not require 1-1 books. All CTE programs have identified critical instructional supplies needed so that students have 1-1 instructional supplies at home during distance learning including books, devices, and tool kits. CTE programs will continue with industry certifications, including NOCTI assessments which will also be used for measuring pupil learning loss. CTE teachers are being provided professional development with the new CTE online platform for supplementing lessons online.

Dual enrollment with our community college in CTE will continue during distance learning. Continued collaboration with our post-secondary partners to align all CTE programs with college credit opportunities is also continuing during distance learning.

Our district staff members have been supplied with access to either a computer and/or a district iPad based on core individual job/role responsibilities. Accommodations have been made for those that require access to their designated work area, these accommodations assist in supporting those that lack proper internet access from home. Additionally, if needed, teachers may request the use of classroom technology equipment for teaching purposes from home. Lastly, the respective staff have received access to necessary digital tools that assist in the delivery of virtual distance learning.

What technology support has been provided to staff?
The district's IT Staff provides multi-platform technical and software application assistance. IT Staff currently operates a multi-tiered system of support that includes a live Help Desk phone line from 8:00 AM until 3:00 PM Monday through Friday, and a digital work order system that is available throughout the school year. The primary technology tools include Google Apps for Education (GAFE), Office 365, Zoom, and Canvas. The three district Instructional Coaches, along with Educational Services directors and coordinators, and tech savvy teachers have provided on-going training and daily support to all teachers as we make progress with the adoption of these digital resources, as well as our existing digital tools. So far we have implemented an exclusive email address for teachers and administrators so our coaches can provide technical and instructional support, TK12support@cvusd.us. The district has also delivered professional development that includes, Zoom 101 & Zoom 102; Canvas K12 First Day Ready, Growing with Canvas, and Passport to Canvas training; Google Forms and Google Docs training; Screencastify and Flipgrid use in Google Classroom; and created video tutorials for using digital resources in most of our curriculum platforms for the district.

Staff Roles and Responsibilities

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

Certificated Memorandum of Understanding MOU – Nurses: Each school site will have a registered School Nurse assigned on a rotating basis for the safety and health of all students, staff, and visitors to the campus. The School Nurse may:
  o   oversee the health screening, testing, and notification of all individuals on the school campus
  o   coordinate with the District to interface with the Riverside County Public Health Department
  o   oversee the care for any individuals who manifest symptoms associated with COVID-19
  o   oversee the implementation of quarantine protocols
  o   coordinate the training of all students, staff, parents, and visitors on effective hygiene practices including, but not limited to hand washing, physical distancing, and face covering usage.

Classified Memorandum of Understanding (MOU) - negotiations are ongoing at this time.
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Expanded Learning Program (ELP): During COVID-19 school closures, all eligible ELP employees that are non-district employees, were offered an opportunity to assist with Grab & Go Meal Distribution through a collaboration between ELP and CVUSD Nutritional Services Department. ELP also collaborated with Food In Need of Distribution (F.I.N.D.) and Catholic Charities, to assist in distribution of food at CVUSD School Sites and a Community Distribution Site. Toward the end of the 2019-20 school year, online Professional Development, Inventory and planning for 2020-20201 school year took place. After the last day of the 2019-20 school year, June 4th, all ELP Employees (CVUSD employees and non-district employees) participated in inventory, clean up and planning.

All teaching and support staff are expected to teach in a new virtual environment. This has required an increased amount of professional development and purchase of technology equipment. In addition, our TK-12 Instructional Coaches have added instructional technology and content area support for all teachers and staff.

Supports for Pupils with Unique Needs

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

English Learners (EL) (40%)
The district is addressing the needs of ELs by:
- Creating and providing designated ELD instructional learning packets with a language focus and provided visual and vocabulary reinforcement, used during the spring distance learning period.
- Creating Rosetta Stone accounts for all ELs, as well as tutorials on how to use the program, including teacher support.
- Having EL Mentors make on-going contact with their mentees/parents to ensure students were connecting with their classroom teachers, had electronic devices, and were making progress with their classwork.
- Offering a 3-week summer session for migrant students (who fall under EL services) to provide daily, whole group instruction through distance learning, as well as a 30-minute block of small group instruction for targeted instructional support.
- Making English Learner resources available on our district distance learning webpage.
- Holding a virtual Zoom DELAC meeting to discuss updates on distance learning, Migrant Summer Academy, LCAP, Title III budget, ELPAC, spring grading changes, and Biliteracy/Multiliteracy Recognitions.
- Holding virtual Zoom Migrant PAC meetings to review new instructional schedules/minutes, supplemental services, and how-to access district communications through our district platforms: district and school websites, student email, and social media
- Holding virtual Zoom meetings with individual families to discuss the best instructional program for their children in planning for next year
- Providing supplemental services to specific English learner populations: Long-term English learners (LTEL) after school intervention, EL Mentors to track progress and support with reclassification efforts for LTEL students, Newcomer Academy for immigrant students
  - EL Mentors for LTELs - 1-2 EL Mentors assigned to each site (depending on need) to work with students who are long-term English learners and are struggling with reclassification; provided with guidance on reclassification criteria, review of personal progress, goal-setting, teacher and parent communication, and ELPAC preparation
  - LTEL After School Tutoring - every site to be assigned 1-2 tutors to support long-term English learners with academic support and tutoring
  - Newcomer Academy for Immigrants - program offered to students new to the country that will:
    - Prepare our immigrant students for a successful transitional experience in the United States;
    - Foster a welcoming environment where immigrants feel safe to collaborate and learn with other newcomers;
    - Give our immigrants the opportunity to practice English skills and prepare for the ELPAC

Students with Disabilities
In order to provide equitable access to the educational program, special education and other related services, for pupils with an individualized education plan (IEP), the District and the certificated bargaining unit agreed to execute IEPs in a distance learning environment to the extent possible.

Implementation of Virtual IEPs
- Provided one-on-one training to assist families with understanding our new zoom platform
- Implementation of virtual IEP's throughout the district
- Met with all school sites to provide training and clarification of new procedure
- Held 428 virtual IEPs
- Implemented Docusign to obtain electronic signature
- Provided Professional Development to all Special Education staff members prior to the start of the school year

Services to Students
- Created service delivery guidelines
- Met with all school sites to provide training and clarification of new procedure
- Teachers and service providers continually reached out to families and provided a variety of services from April 2020 to June 2020, including Specialized Academic Instruction, Adaptive Physical Education (APE), Occupational Therapy (OT), Physical Therapy (PT), Speech, Mental Health

Foster (.04%) and Homeless (2.4%)
When the school closure began in March, the district CWA counselor contacted foster and homeless youth to confirm they had access to an electronic device, had internet connectivity, a safe place to learn from, and had been in contact with their teacher for distance learning. Additionally, CVUSD connected families with community resources and confirmed they knew about the virtual mental health counseling services available through the district. Immediate enrollment guidelines continued to be followed for new students.

Low Income (90%)
To help address the challenges of our low-income students, in addition to continuing to provide grab and go meals, the district is diligently working to provide devices and connectivity for our low-income students. It was for this reason that the district made sure printed materials were also available. The district also ensured that contracted mental health services continued to be available virtually. The following programs will be continued in order to provide additional educational opportunities for our low income students: AVID, PUENTE, career technical education, after school programs, and credit recovery.

Actions related to the Distance Learning Program

Description	Total Funds	Contributing
Instructional Planning	$252,629	YES
Instructional Materials	$608,074	YES
Parent Communication & Support	$145,685	YES
Professional Development	$1,056,024	YES
Technology	$13,508,516	YES
Nutritional Services	$219,295	YES

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 following will be utilized to assess student learning:

Across Curriculum and Content Areas:
- Progress reports/grades
- District Benchmarks
- Daily Participation and Engagement Monitoring Data
- Attendance data
- APEX / ACELLUS *Digital Learning System* data
- Classroom observation
- School Climate Surveys
- ALEKS (**A**ssessment and **LE**arning in **K**nowledge **S**paces)
- NOCTI Assessments for career technical education

English Language Arts:
- Lexia/ iStation
- Read 180
- District Benchmarks
- CAASPP Interim Assessment Blocks (IABs)

Math:
- IXL Math
- Math 180
- District Benchmarks
- CAASPP Interim Assessment Blocks (IABs)

English Language Development:
- Administration of the Optional Summative ELPAC for students who did not complete the Summative ELPAC in the Spring of 2020 due to school closures
- Guidelines for remote testing of the Initial ELPAC will be utilized to assess students whose Home Language Survey indicated a language other than English
- Students who have a temporary language classification of To Be Determined (TBD) will be provided language supports until the Initial ELPAC is administered and determines actual language classification of English Learner (EL) or Initial Fluent English Proficient (IFEP)
- Teachers informed of their EL student's proficiency levels based on the Initial/Summative ELPAC to provide guidance on language needs
- Implementation of ELD Benchmark to provide an additional point of data to allow teachers to target students' language needs

Spanish Language Arts:
- LAS Links (Spanish Language Proficiency assessment) - assesses students in all four language domains to determine progress in spanish language arts instruction

Students with Disabilities (SWD):
- Progress reporting will support progress monitoring of students and also assists us in addressing additional areas of need.
- Case carrier reviewing students progress continually to monitor students progress and assist with goals, services, accommodation or modifications to assist the students with learning.
- Distance Learning plan will address additional students needs during the virtual learning and how we can better assist students learning during this time.

- Attendance:
  - daily participation and engagement monitoring
  - login data to google classroom, Canvas, Zoom, EADMS
- Benchmarks (Elementary & Secondary)
  - ELA
  - Math
- Foundational Skills (Primary)
- Deficiency Notices (Secondary)
- Teacher Observation
- Use of CANVAS
- Student Success Team
- Tutorial videos for Students and Parents on how to access Canvas, Google Classroom, Zoom, Parent Portal (English and Spanish) Hotline/Helpline for Parents to call with Technology issues or help needed with logging to platforms
- APEX tutorials
- Saturday University
- Language Supports for EL

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.]

English Learners:
- Long-Term English Learners support
  - After school intervention
  - EL Mentors (target students to support with reclassification)
- Newcomer Academy
  - Rosetta Stone
  - Newcomer Academy - after school program to support with language, academic, and socio-emotional supports for students new to our country
- Dual Language - expansion of program to all elementary sites to provide families with program options
- Initial ELPAC - in person assessment: Used to determine English language proficiency of students who identified a language other than English in their Home Language Survey (HLS)
- In-Person Assessment Protocol established
  - District-generated letter to accompany Initial ELPAC Notification Notice to Parents
  - Script for English Learner Support Assistants (ELSAs) to follow when contacting parents to scheduled in-person appointments
- Fall Optional Summative ELPAC
  - Administered to students who did not start or finish the Spring 2020 Summative ELPAC due to COVID-19 school closures
  - Results used to determine if student is ready for reclassification
  - Same protocols listed above established for this assessment

Migrant Students:
- Priority for Service (PFS) students will be identified and provided supplemental after school support
  - Elementary & Middle School - after school academic support & intervention (ELA, Math, & writing)
  - High School - tutoring support in conjunction with credit recovery efforts

Foster Youth
- After school tutoring
- Mentoring
- Individualized graduation planning

Homeless Youth
- After school tutoring
- Mentoring
- Individualized graduation planning

Students with Disabilities (SWD):
- Goal Book that address goals and strategies in the classroom
- Unique learning system to support our students in our specialized programs

- Summer Distance Learning was provided to 126 pre-identified students with disabilities as part of the Extended School Year program (ESY). Teachers provided daily instruction and teachers monitored attendance/participation. Students received learning supplies that aligned to target standards and were used to reinforce direct teacher instruction

Special Education Services and Virtual IEPs
The district assessed and provided specific special education services in an alternate manner for the students home environment. From March - June, over 425 virtual IEPs were held via Zoom, which actually allows for fewer scheduling conflicts and greater parent participation. Eleven more IEPs were held during the first three weeks of school.

All Students:
- ASSETs APEX for Seniors
- Foster & Homeless - Education Plan
- AVID
- MTSS and Tiers of Support
- SST process to address student concerns
- SART - School Attendance Review Team to address students attendance
- The ACELLUS program is a learning accelerator. It uses video-based lessons with cutting-edge technology to accelerate learning, elevate standardized test scores, reduce dropout rates and transition more students into careers and college.
- Distance learning pacing guide
  - intervention time built within school day
  - after school tutoring
- Weekly Student Engagement/Participation Log Required for Synchronous and Asynchronous learning (SB 98):
  - Student's weekly engagement/participation as required in SB 98
  - The Synchronous and Asynchronous Engagement/Participation will be entered DAILY for every student listed on the teacher's roster.
  - Teachers submit the engagement log weekly reflecting the student's daily engagement for every school day.
- Summer Distance Learning was provided to 888 credit deficient seniors. Teachers provided daily instruction and teachers monitored attendance/participation.

Tiered Engagement Strategies
- Verification of current contact information for each enrolled student.
- Daily notification to parents or guardians of absences via phone calls made through Blackboard EdConnect, individual phone calls to parents, e-mails, and text messages.
- The school sites will provide attendance support conferences with parents of students missing more than 3 days of school (SART Conferences).
- School sites will hold virtual School Attendance Review Team (SART) meetings virtually and or telephonically to determine the barriers to attendance. Truancy letter #1 to be mailed to parents/guardians after three unexcused absences.
- A student considered chronically absent will be referred to the District's School Attendance Review Board (SARB). Conferences will be held virtually. SARB team members will include school personnel, district personnel, and representatives from various youth serving agencies. The goal is to help improve school attendance through the use of available school and community resources.

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.]

Effectiveness of Implemented Pupil Learning Loss Strategies will be measured through an evaluation of data from the following:
- Progress reports/grades (all)
- District Benchmarks (all)
- Daily Participation and Engagement Monitoring Data (all)
- Attendance data (all)
- Lexia/ iStation (Elementary)
- APEX / ACELLUS data (secondary)
- Classroom observation (all)
- LAS Links
- Rosetta Stone
- IXL
- Math 180
- Read 180
- School Climate Surveys
- ALEKS
- NOCTI Assessments for CTE

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Student support for English Learners	$1,742,150	YES
Instructional materials	$1,073,470	YES
Student Support	$11,233,112	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.]

When CVUSD surveyed families in June, 2020 - 70% of families were somewhat to very concerned about their child's social emotional well being. Additionally, when surveyed, 55% of students were very worried about the health of their families, and 33% were slightly worried. The district has shared information about mental health services including a flyer and hotline phone number through the district website, social media, phone calls, and emails.

To alleviate parent concerns with supporting their child with technology, the district created parent support video tutorials addressing the following topics. They were posted in English and Spanish on the district website and social media:
- Tech Support
- How to support your child with Virtual Learning videos (Zoom, Google Classroom)
- How to be safe when using technology
- Parent Portal
- Canvas
- Community Resources
- Social-emotional

School-based Mental Health provided by Riverside County Latino Commission (RCLC).
In partnership with Riverside County Latino Commission (RCLC), CVUSD offers behavioral mental health therapy. Therapists provide sessions to students and families within our district via telehealth or traditional, in person sessions. Counseling during this pandemic can be done by several ways. Most are choosing to conduct sessions either by telephone or teleconference. When requested, a student, a family member, or the family can meet with their therapist for a face-to-face session.

Due to school beginning virtually, emphasis has been placed on prevention and education. This is done by providing classroom support through psycho educational classes via live interaction in conjunction with distance learning platforms. Lessons are provided in conjunction with virtual learning through presenting in Zoom classes; however, written material as well as video material is also available for students and teachers. Elementary and middle school therapists have created a Google Classroom. Students, parents and teachers can find helpful information in their therapist's Google Classroom. Examples of topics therapists will focus on are: Self-awareness, self-management, social awareness, relationship skills, and reasonable decision making. A public number, (760) 524-1690, has been circulated to the community for students and families to call to talk to a therapist. A Facebook Page was also created for the public and is handled by the school-based therapists wherein content and posts are specific to the mental health, physical and emotional needs of CVUSD (RCLC Therapist Corner Facebook Page).

Students can be referred to the mental health and controlled substance use intervention/prevention program by a parent, teacher or administrator. There is an online referral process that each administrator has access to upload referrals and the therapist assigned to that site will receive the referral immediately. This is the preferred means to refer since work is done, at times, off site, and therefore, the online referral database will capture those referrals and the therapist will immediately have access to all the information to begin the process of assessing and screening the student. However, should a teacher be making the referral and they are not on site to discuss the referral with their administrator, they can contact their site administrator or they can email their therapist directly. Referrals can be for the student, a family member(s) of the student or for family counseling.

Currently, there is no wait time for referrals that are being received. However, as more referrals come in, they will be prioritized according to need and seen as soon as possible.

Therapists, as part of their training, are trauma informed and therefore can assess for and treat a person with trauma. The difficulty in trying to provide "trauma-informed" approaches is first defining what trauma is and how to recognize trauma. For purposes of providing support in schools, trauma is not only an event or series of events that produce an adverse reaction in a person, but also, chronic stress and adversity experienced by an individual and said individual's response is maladaptive. Thus, support that is provided is to address the impact that trauma, chronic stress, and adversity has on an individual and provide the individual with more adaptive and positive ways to cope and respond. Support is delivered through psychoeducation, motivational support and encouragement, and for those who are experiencing mental health symptoms and conditions, direct treatment that follows evidence-based practices. When necessary, there are qualified therapists that can present to employees, the public, and parents on the impact of stress, adversity, and trauma on an individual and provide best practices to help support the individual to behave toward and deal with the stressor in a more positive and adaptive way. Thus, the reason why CVUSD has extended services to include a student's family member(s). CVUSD recognizes how stress and adversity that impacts the adults in a home can transfer to, and impact the student. There are times where providing support to the family unit is needed to alleviate the stress and adversity being shared by the family as a whole and through providing support to the family unit, the student's own needs are also being met.This pandemic has brought upon many of CVUSD's families unforeseen stress. For many families, their basic needs have been compromised and therefore mental health support extends beyond traditional treatment of symptoms but also providing resources and support to meet the basic needs of families. A case manager who works directly under the director of Child Welfare and Attendance is utilized to provide resources and support for those families in need of resources such as shelter, food, medical care, counseling support, financial assistance, etc.

Data points for the last 6 months on mental health is as follows: Over 325 students received mental health therapy between March and June. Approximately 46 students received services between July and the start of school (mid-August).

Data will be collected for the 2020-2021 school year. Due to the current situation with the pandemic, emphasis will be placed on reaching students through the virtual platforms and providing prevention and education to provide more support while students are in their homes learning remotely. More time will be spent in Tier I and II approaches as compared to past years, to help provide a virtual learning environment that is sensitive to student's social and emotional needs.

RCLC therapists and counselors provide for the overall safety of the students on campus by monitoring behavioral and student self-reports that indicate a social, emotional, or physical concern and address these concerns (i.e. being bullied, lack of resources and support systems, student's intent to hurt self or someone else, etc.). Of highest priority is a student's safety and health and therefore, RCLC therapists work with their schools in developing and implementing a campus psychosocial curriculum that supports a safe campus (physically and virtually) where children can feel safe to learn and grow. RCLC also recognizes the importance of parent support in a positive school climate, and therefore offers parent training projects to strengthen parenting skills used at home.

As part of RCLC's curriculum for social emotional well-being, therapists are aware of, and when appropriate, use PBIS and restorative justice strategies in their counseling approaches. One such platform that RCLC therapists and counselors use school-wide activities to integrate social emotional well-being is by taking part in and using strategies that align and compliment spirit weeks such as Red Ribbon Week and Kindness Week. During these weeks, therapists integrate activities that reinforce the concepts being taught.
RCLC recognizes, and is aware of, the importance of being part of the school's leadership. In an effort to provide leadership and support to their schools, RCLC therapists provide staff development and trainings (i.e. trauma informed, developmental needs of children, suicide prevention, etc.) During this pandemic, RCLC Mental Health Therapists provide training to staff and teachers on many different topics to support and assist teachers and staff as they provide education through distance learning platforms.

Controlled Substance Intervention/Prevention Program provided Riverside County Latino Commission. The Controlled Substance Intervention Program (CSIP) provides prevention and education counseling. CSIP is offered at only secondary sites. A CSIP counselor will have two functions. First, to assess any students and connect them to the proper treatment setting if a student is using a controlled substance and needs intervention. Second, to provide prevention and education. CSIP counselors take the same approach as the mental health therapists and will present in classrooms on topics of drug and alcohol awareness as well as social and emotional topics such as self-management, relationship skills, and reasonable decision making.

For our students with disabilities, families are invited to support groups every Wednesday afternoon, and case carriers will continually monitor students' well-being and put resources into place for individual students.

Professional Development sessions offered through our Transformational Justice Model:
The Coachella Valley Unified School District is committed to a safe, positive school climate for all students, staff, and families. Through our Transformational Justice Model, the school district is working with staff and our surrounding community to strengthen relationships on campus, resolve conflicts and establish the culture of respect needed to prepare every student for success. To achieve this vision of a safe, thriving school climate, three restorative structures will be expanded to all school sites:
- **Positive Behavior Intervention and Supports (PBIS)-** CVUSD continues to offer evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social emotional, and behavioral competence for all k-12 students. We will model, teach and acknowledge positive behavior with our students focusing on modeling, teaching and acknowledge what it looks like, sounds like and feels like to be in Safe, Respectful and Responsible in our schools settings.
- **Restorative Justice**- CVUSD continues to provide comprehensive training that builds understanding and knowledge of restorative practices for students in grades 7-12. Restorative Justice is grounded in incorporating practices and strategies for restorative boundary settings that support community building. The focus is on raising awareness, facilitating dialogue, healing conflict, and bridging differences.
    o Restorative Justice Principles & Framework
    o Community Building Circles
    o Restorative Dialogue
    o Harm and Conflict Circles
    o Play Learning for Community Building
    o Trauma Sensitivity
- **Transformational Learning**- Transformational learning will strengthen and re-root the capacity of individuals, families and communities to honor, rebalance, and redevelop the values, and traditions. The four based curriculum are: EL Joven Noble rites of passage, Xinachtli female rites of passages, Cara y Corazon family strengthening curriculum, and Circulo Healing and Support Circle Systems.
    o A transformative health and healing philosophy that recognizes that within an individual's, families and community's authentic cultural values, traditions and indigenous practices exist the pathway to healthy development, restoration and life long well being.
    o This culturally based framework focuses on building on the natural opportunity factors and on what is healthy within an individual, family, community or culture. This indigenous based life view promotes what is right based on culturally grounded physical, emotional, mental and spiritual principles and practices.
    o This philosophy and process of transformational health and healing is illustrated in the following elements, as in the parts of a tree that root an individual, family and/or community. This interconnected movement is necessary to consider for integrated health, healing, growth, leadership development and individual, family and community.

Employee Support and Resources
- The district is providing training for all staff on transformational learning hosted by the National Compadres Network. The training focuses on healing, trauma, cultural competence and racial equity. In addition, the training provides support in the areas of transformational trauma and healing-informed services, and capacity building for all site staff, teachers and district personnel.

- District administrators are modeling health and wellness checks during the Principal's meetings for principals to use at their site Professional Development and staff meetings.
- Principals check in with teachers and staff on a weekly basis during Distance Learning and during Staff Professional Development.
- Site Administration is having individualized pre-meeting with teachers for Performance Plan and are continuing to have individualize meath health check-ins.
- During meetings and professional development, IceBreaker activities and Zoom polls are used as a way to check-in with staff, connect with peers, and engage attendees.

The district's Employee Assistance Program (EAP), Beacon Health Options provides resources for members. Employees were notified via email and mailings. Employees can access services via phone or online at www.achievesolutions.net/cvt.
- There are many COVID related wellbeing resources on the Employee Assistance Program (EAP) through Beacon Health Options. These include videos, taped webinars, articles, etc. Also information about talking to someone, virtually or by phone, for free.
- Employee Assistance Program (EAP)- provides information, guidance and support to help employees and their family reach personal and professional goals, manage daily stresses and develop fulfilling relationships. Available to all Medical members and their covered dependents. They have extended the EAP program to non-benefited employees through 12/31/2020.
- MDLive Service for PPO members - Telemedicine Access to physicians on call 24/7/365 days for Mental/Behavioral Health, Non-emergency issues, COVID & Non-COVID Telemedicine Visits & Dermatology. They waived the copay for PPO members indefinitely; HDHP Plans are subject to deductible/coinsurance.
- Live Health Online services are covered at $0 copay for all Anthem HMO plans.
- CredibleMind is a new online platform available for employees looking for mental and emotional wellbeing resources. It is available for individual self-service to all CVT members. Find out more at https://cvt.crediblemind.com/

Risk Management also assigned the trainings below to all personnel: COVID Awareness; Coronavirus: CDC Guidelines for Making & Using Cloth Face Coverings; Coronavirus: Cleaning and Disinfecting Your Workplace; Coronavirus: Managing Stress and Anxiety; Coronavirus: Preparing your household; and Coronavirus: Transitioning to a remote workforce

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.]

Schools are engaged in many types of activities to create positive environments, build connections, and engage students in learning.
- Teachers are encouraged to make time during lessons to build relationships with students; this was also a major focus during the first few weeks of school.
- Daily office time is built into the daily schedule for all grade levels to allow time for small group intervention, one-on-one support
- Elementary school students (grades TK-6) receive 80 minutes of instruction weekly on social-emotional learning. Social-emotional learning lessons are being provided to teachers.
- Parent events where students participate as speakers and perform with their peers. Parents receive information regarding programs being offered, such as dual language.

- Migrant students are engaged through after school meetings where colleges/universities are invited to be guest speakers.
- English Learner (EL) Mentors check in with EL students to set goals, progress monitor with students, and serve as liaison maintaining communication with teachers and parents.
- Some schools are holding mental health parent groups - Tips to ease parent anxiety, managing students anxiety during distance learning, parenting in a pandemic- tips to keep calm at home
- The Special Education Parent Advisory Committee is focused on supporting parents as they support their children during virtual learning and maintaining social-emotional well-being.
- The special education department has been creating individual distance learning plans to support students with disabilities during distance learning.
- The district held a College Kickoff Week to promote college awareness and school competition to engage students.
- District and school site Spirit Weeks including Back to School, College Awareness, Attendance Awareness, and Red Ribbon.
- Some schools have daily or weekly schoolwide announcements
- Some schools are holding virtual Coffee with the Principal sessions.
- Some schools are using Schoolwide Google Classroom with rewards, competitions, check-ins with staff
- ECE parents are provided monthly family engagement strategies and activities to foster parental confidence and skills such as: Monthly Parent Classroom Meetings and Parent Trainings, Monthly Learning Activities for the Home Calendar, Parent Conferences & Home Visits, and other parent resources and handouts.
- ECE parents input are documented through the intake process, such as the Interest, Volunteer and Training Survey, Family Strengths
- and Needs Assessment, Family Partnership Agreement goal setting process, transition services, and health & nutrition support services.

Weekly Student Engagement/Participation Log Required for Synchronous and Asynchronous learning (SB 98):
The Weekly Engagement is currently being tracked in EADMS. It may be tracked in AERIES, pending approval. Student's weekly engagement/participation as required in SB 98 is currently being tracked in EADMS as an Input/edit Response window. The Synchronous and Asynchronous Engagement/Participation will be entered **DAILY** for every student listed on the teacher's roster. EADMS will have reports available via Report Manager. See levels below.

Entries on EADMS:
- Good Participation Level 3
- Some Participation Level 2
- Minimal to No Participation Level 1

Student's weekly engagement/participation as required in SB 98 will be tracked in AERIES as a Teacher Attendance Note.
The Synchronous and Asynchronous Engagement/Participation will be entered **DAILY** for every student listed on the teacher's roster. AERIES will have reports available via queries or printing Teacher Attendance Notes. See levels below.

Entries in Aries:	Or:
100- No participation/ Absent 200- In-Person Instruction 300- Student or Parent/ Guardian Contact 400- Assigned Work Submitted/ Assessment Completed 500- Other	- DLE- Distance Learning Engaged - DLN- Distance Learning- Not Engaged - Student or Parent/Guardian Contact

Interventions and Supports for Distance Learning Attendance:

CVUSD established procedures for tiered reengagement strategies for all students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include:

- Verification of current contact information for each enrolled student.
- Daily notification to parents or guardians of absences via phone calls made through Blackboard EdConnect, individual phone calls to parents, e-mails, and text messages.
- The school sites will provide attendance support conferences with parents of students missing more than 3 days of school (SART Conferences).
- School sites will hold virtual or telephonic School Attendance Review Team (SART) meetings to determine the barriers to attendance. Truancy letter #1 to be mailed to parents/guardians after three unexcused absences.
- A student considered chronically absent will be referred to the District's School Attendance Review Board (SARB). Conferences will be held virtually. SARB team members will include school personnel, district personnel, and representatives from various youth serving agencies. The goal is to help improve school attendance through the use of available school and community resources.

Part of the district's enrollment process is capturing parents' preferred language of communication. Over 61% of families prefer communication in Spanish, 38% prefer English, and less than .04% prefer another language. Site and district communication is provided in English or Spanish with interpretation services provided for phone calls and meetings, as well as translation of written materials.

If a student has not logged in during synchronous scheduled time for (More than 3 Days) or has not submitted assignments as logged in the Aeries weekly engagement form, the following actions will be taken:

	Tier 1	Tier 2	Tier 3
Protocols:	Teachers will contact parents using all information in Aeries via multiple modes including, but not limited to: email, phone call, text message, Remind, and Class Dojo. A minimum of 3 attempts should be made and logged in the Connectivity Log. Attendance Outcall will be sent out. School Attendance Clerks/and or responsible office staff will follow up with daily Blackboard EdConnect phone messages. Schools will require that parents call in daily to report an absence.	Virtual Attendance Support Conferences with family (SART): 1. School site office staff contact family to set up the virtual conference. 2. Daily Attendance Outcall will be sent out on Blackboard Connect. 3. Mail SART letters to parents after 3 absences. 4. Digital SART contract will be established and agreed upon.	Virtual Attendance Support Conferences with family SARB: 1. CWA staff Contacts Family 2. School Admin, District Admin, CWA Counselors, Latino Commission Crisis Therapist and Case Manager, and DPSS support staff to be included.
Person(s) responsible for implementation:	Classroom Teacher	Attendance Clerk, Parent Liaison, Office Support Staff, Counselor, Site admin	Administration, Security, CWA Counselors and Office Staff
Target completion date:	Ongoing	Ongoing	Ongoing
Person monitoring Implementation:	Classroom Teacher	Administration	Admin and CWA
Measurement of success:	AERIES, CANVAS, Google Classroom, Zoom, and/or other online platforms.	AERIES, CANVAS, Google Classroom, Zoom, and/or other online platforms.	AERIES, CANVAS, Google Classroom, Zoom, and/or other online platforms.
Monitoring date(s):	Daily attendance, Weekly	Daily Messages to be sent home for absences and Weekly	As needed

School Nutrition

The district began meal distribution a week after the school closure and has served over 1.2 million meals since that time. From March - July, Nutritional Services personnel returned to work to prepare and package the meals and transportation personnel returned to deliver meals to Grab and Go locations. ASES staff, along with site administrators, and other staff distributed meals to families. Daily meal pick-up included breakfast and lunch together. The district also provided meals during spring break and continued providing meals throughout the summer. After the initial school closure, districts could follow summer meal program guidelines which allowed the district to serve all students between the ages of 1 - 18. Schools also used the meal pick-up as a time to distribute instructional packets and important information by passing out flyers/letters.

When CVUSD surveyed families in June, 2020 - 15% of families indicated that they were relying on school meals for support, and 14% of respondents indicated that they needed additional resources for food. When surveyed, 18% of students felt that they didn't have enough to eat. Due to high demand and community feedback, adjustments were made as needed. As the majority of students in the eastern part of our district rely on district transportation to get to school, the district added 27 Grab and Go sites at bus stop locations, in addition to 14 district schools sites. To reduce the number of times families have to go out each week, the district changed meal pickup to twice a week and students received 2 or 3 days of meals at once.

In order to ensure the safety of staff and the community, meals are provided with a drive-up service. In addition, all staff maintain social distancing, wear gloves, and wear masks while making and serving meals immediately following the county mandate.

CVUSD has made an effort to purchase food from local vendors' farms and partnered with FIND Food Bank to schedule their meal distribution at our schools on scheduled district meal distribution days. Families in the eastern part of our district were also referred to the Galilee Center.

The following are the current USDA waivers the district is utilizing for the meal distribution program:
- **Congregate Meal Service Requirement** – This allows students to eat meals off-site and outside of group settings
- **Parent Meal Pick-up** - For schools distributing meals to distance learners, this allows parents or guardians to pick up meal without their child(ren) present
- **Meal Service Time Requirements** – This allows schools to serve multiple meals at the same time, including extending service times to accommodate social distancing.
- **Meal Pattern Flexibility** – This allows schools to still serve and receive reimbursements for meals, even if supply chain disruptions prevent them from meeting all meal requirements.
- **Offer Versus Serve (OVS) Requirement for High Schools** – This allows high schools to serve bagged, boxed or pre-plated meals with all required components instead of giving the option to decline certain items.
- **Onsite Monitoring Requirements for Sponsors in the Child and Adult Care Food Program (CACFP)** –This waiver allows for offsite monitoring of facilities for all Child and Adult Care Food Program sponsoring organizations. This waiver is effective through September 30, 2021.

When school began in August with distance learning, Nutritional Services began curbside meal distribution using a scanner to verify enrolled students of the district. Meal distribution is once a week on Wednesdays, Nutrition Services is providing five day's worth of breakfast, lunch and supper with fruits, vegetables, and milk. Over 3,100 students are currently being served.

Due to our high rate of students eligible for free/reduced meals, the district participates in the Community Eligibility Provision (CEP) which allows all K-12 students access to meals at no cost. Different waivers have given Nutrition Services the flexibility to adapt the meal services for the students, parents, and staff. The waivers have also made it possible to serve all meals at one time, for parents/guardians to pick-up meals without students being present, and flexibility to have one menu plan for all K-12 students.

All 17 meal distribution locations are school sites throughout the district. Nutrition Services has made it convenient for parents to pick up meals for all of their enrolled students from different schools at one location. Nutrition services has mailed Nutrition Services postcards with a student barcode that will be scanned to verify enrollment to the district. Nutrition Service is in the process of purchasing Student ID cards for all elementary schools, West Shores HS, and La Familia Continuation HS to make the process more convenient. Parents can go to the nearest open school location to participate in the meal distribution program.

When school resumes, Nutrition Services would need to implement breakfast/lunch in the classroom or adapt to a different form of meal program to adhere to the pandemic and district protocols. Student identification cards will be needed to receive meals daily. The Nutrition Services Department will need to purchase student IDs, for all elementary schools, La Familia HS and West Shores HS/MS with a barcode or a QR code for program integrity. The program will also need to purchase insulated food bags and baskets for keeping foods at proper temperatures and for transporting to classrooms. A scanner will be used to verify each meal served.

The district is actively seeing additional funding and waivers to meet the nutritional needs of our students. The district is waiting for approval from the state to once again follow the Summer Meal Program guidelines during distance learning. On September 1, 2020, USDA announced that school districts were allowed to implement the SSO (Seamless Summer Option) program to all children ages 1-18 years of age. While the distant learning model is in effect, Nutrition Services will continue to distribute meals once a week for five days, excluding holidays and weekends until guidance is given by USDA and/or CDE as allowable. Several grants have been submitted and the district has applied to participate in the Child and Adult Care Food Program (CACFP) to distribute suppers.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
N/A	Dual Language	$452,849	YES
N/A	Support for English Learners	$547,536	YES
N/A	Parent Communication & Activities	$1,269,609	YES
Mental Health and Social and Emotional Well-Being	Social-Emotional Student Support	$1,881,256	YES
N/A	Early Childhood	$5,701,680	YES
N/A	Expanded Learning Program	$5,503,602	YES
N/A	Career Technical Education	$5,372,721	YES
N/A	Transformational Justice Activities	$356,188	YES
N/A	Student Support	$32,689,902	YES
N/A	Teacher Support	$1,187,235	YES

Increased or Improved Services for Foste+r 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
37.84%	$54,364,877

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.]

Coachella Valley Unified School District proposes to utilize its supplemental and concentration funds for targeted services across all school sites for students in the unduplicated pupil groups (low income, foster/homeless youth, and English learners). Supplemental and concentration funds will be used to increase, improve, and expand services and programs. Services were distributed LEA-wide as they were determined to have the greatest academic impact for low income, foster youth, and English learner pupils.

Since the beginning of the school closure in March 2020, CVUSD has focused on meeting the needs of our students and families. We have continued to refine our efforts based on feedback and implementation results. Surveys conducted in June and July, as well as district data, state data, and school climate surveys helped guide the district in the development of the school opening plan and continued services. Providing services for our low income families was prioritized. Studies show that low income students have greater barriers to academic and social success than more affluent students, especially in the areas of emotional/social challenges, acute/chronic stressors, cognitive lags and health/safety. Funds were allocated to overcome these barriers so our students are in school, prepared to learn, well-instructed, supported, provided with a broad course of study, and offered supplemental opportunities.

In-Person Instructional Offerings
- Transportation: Due to the rural nature of our district's geographic region, the extreme heat, and the income level of our families, if the district did not provide transportation, many of our students would have difficulty getting to school and would miss daily instruction and the opportunity to participate in after school enrichment, intervention, and athletic programs.
- Professional Development: Professional development for online learning was provided for teachers which included topics such as Zoom, Google Suite, Canvas, etc

Distance Learning Program

- Instructional planning: Building resources for online learning, implementation planning for student college & career plans
- Instructional materials: Digital reading materials and printed instructional materials
- Parent Communication & Support: Parent outreach, training, and communication including advertising, printing, mailing and postage services
- Professional Development: Providing teachers, administration, and other staff with training for effective and rigorous online learning
- Technology: Teacher and Classroom (laptop, cameras, accessories), Supports and Services (devices, accessories, equipment, services, extra services, overtime), Connectivity (wifi busses, hotspot devices, hotspot services (May - December 2020), and Connectivity (hotspot services January - June 2021)
- Nutritional Services: Supplies and equipment for meal distribution during distance learning including temperature monitoring equipment, insulated food bags, canopies, misters, water hoses, supplies.

Pupil Learning Loss

- Student support for English Learners: Support from EL Department staff, School English Learner Support Assistants, Summer School, Afterschool support, EL Mentors, Newcomer Academy for Immigrants
- Instructional materials: Reading assessment and intervention online program, Licenses for standards-based tutorials for middle and high school in-class intervention including professional development, resources for online math intervention
- Student Support: Extended Day for Kindergarten, State and Federal/Assessment Staff salaries, secondary summer school, Migrant student services, tutoring, software to support data monitoring

Additional Actions to Implement the Learning Continuity Plan

- Dual Language: Professional development, middle school language teachers, site lead stipends, site collaboration time, software licenses for student progress monitoring and tailored instruction

- Support for English Learners: Licenses for English language development software, Migrant staff salaries, professional development, parent engagement

- Parent Communication & Activities: Translator salaries, Parent Engagement Manager/Admin Specialist salaries, Site Parent Liaison salaries, Bilingual psychologist Technician salaries, support/supplies for activities including parent support groups for mental health, virtual learning, technology support, digital literacy workshops

- Social-Emotional Student Support: Social-emotional counseling for students/families

- Early Childhood: Preschool and Head Start programs to provide physical, cognitive, social, and emotional development as essential ingredients of school readiness

- Expanded Learning Program: Afterschool programs to provide students with enrichment and academic opportunities in a safe environment

- Career Technical Education: CTE staff/teacher salaries, program support including materials, supplies, and related opportunities

- Transformational Justice Activities: Professional development and activities focused on restorative justice, Positive Behavior Interventions and Supports, and Transformal Learning to create safe, positive, and caring learning environments at all school sites.

- Student Support: Aquatics teacher/lifeguard salaries, Pathways to Success (Visual and Performing Arts) teachers/instructional aide salaries, Saturday School support, AVID membership fees and support, mentors for Native American students, Site athletic program expenses, WSHS Music Teacher salary, support for homeless/foster youth, student event activities (Science Fair, History Day, Spelling Bee, Authors Fair, Art Fair), technology support staff salaries, site Instructional Media Assistant salaries, Assistant Administrator of Instructional Improvement salaries, curriculum resource technician salary, College & Career Coordinator salary, State and Federal Projects staff salaries, Attendance Coordinator, Counselor salaries to maintain lower student to counselor ratio, CWA staff salaries, Nurse salaries, Bus Monitor salaries, Site Safety Supervisor salaries, Campus Security Assistant salaries

- Teacher Support: Extended instructional day, PAR/BTSA teachers, PAR/BTSA support activities, Special Ed teacher stipend, RCOE program facilitation for new teachers, Perfect Attendance stipend for teachers, BCLAD stipend

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

The district has an unduplicated pupil rate of 92%; 90% of students meet eligibility requirements for free or reduced lunch; 40% are English Learners; 11% are Migrant; .4% are Foster; and 2.4% are Homeless. Based on the needs of our unduplicated students, most of the supplemental and concentration funds are allocated to improve and/or increase services for unduplicated students in a districtwide or schoolwide manner to improve the entire program which will impact our students most in need. The needs of the targeted student populations influence the design of programs throughout the district so that all students receive high levels of instruction, intervention, and enrichment. In addition, funds are allocated to school sites for their determined needs based on their student counts. The site use of funds are based on student achievement and other outcome data, approved by the School Site Council (SSC), and accounted for in each School Plan for Student Achievement (SPSA).

Expenditures focus on providing:

- Access to high quality actions and services that increase school readiness, academic achievement, and college/career readiness.
- High quality actions and services focused on prevention, intervention, and acceleration to eliminate barriers to student access to a broad course of study.
- Professional development focused on standards, instructional resources, instructional strategies, assessments, and use of data to inform instruction including support for retaining a highly qualified staff.
- A safe, welcoming, and respectful environment

Low Income
Studies show that low income students have greater barriers to academic and social success than more affluent students, especially in the areas of emotional/social challenges, acute/chronic stressors, cognitive lags and health/safety. Funds were allocated to overcome these barriers so our students are in school, prepared to learn, well-instructed, supported, provided with a broad course of study, and offered supplemental opportunities. As our low income percentage is 90%, expenditures specifically targeted to meet the needs of low-income students were districtwide actions and services. Priorities include the distribution of meals, mental health services, and access to instructional materials, devices, and connectivity, as well as continuing to offer a broad course of study, increased instructional time, additional teachers, counselors, materials, and professional development.

Foster Youth Support Services and Resources
Foster students are the most vulnerable group of "at promise" students who do not graduate. They are protected from several state and federal laws designed to increase success and breakdown barriers that prevent them from fulfilling their educational goals. Thus, all school districts are assigned a Foster Liaison to assist schools, guardians and students about these laws and regulations. In addition all school staff are required to assist with the identification process and success of all foster students. As 11th & 12th grade foster students are identified through a transfer from another district or within the district, they qualify for the state's minimum requirement of 130 credits. (AB216) In addition, counselors are informed about placing students in a credit recovery program, referrals to a mental health therapist and alerting a special education department or migrant education representative about the new foster student's enrollment and needs. Lastly, parent/guardians and social workers are contacted for further assistance with the parent portal, technological devices and important contact personal like teachers, administration and the parent liaison.

Homeless and foster students are immediately enrolled, supported in accessing devices and internet hot spots. Student transcripts are reviewed for partial credits, any special educational needs and evaluates if an incoming 11th or 12th grade qualifies for AB216 or 130 credits or alternative placement if needed. Foster students are monitored throughout the school year for academic success, attendance, social and emotional health, credit recovery assistance, the college application process and the FAFSA application. Foster parents and social workers are contacted for the collaboration in the success of the student that might include: their educational rights; accessing the parent portal; contacting teachers and administration; school supplies; assistance with technology and transportation. In addition the liaison may sit on a SART, SARB, IEP or discipline meeting as an advocate and advisory person in these meetings. As we progress to meet the needs of our foster students, the district and schools are increasing their awareness and positive actions to fulfil the success for our foster students, parents and community.

The district has a Foster/Homeless Liaison who supports foster students with various actions and interventions including:
- Advocate-Laws and regulations: immediate enrollment, partial credits when entering or exiting, obtaining previous transcripts, IEPs, 504 Plans, alternative placement, guidance meeting's, expulsion meetings, suspension meetings, SART and SARB meetings
- Parent and student Education of Laws and Rights
- Referrals to Mental Health Services
- Collaboration with Social Services and other agencies
- Enrollment into our after School Activities (ASES)
- AB 216 requirements for 130 credits
- Transportation to school of origin or bus passes
- Academic Guidance-monitoring grades

- Summer school enrollment
- Referral to Parent Liaison for Parent Portal Assistance
- Social and Emotional Counseling
- Connection with Administration or counselor-discipline, grades or counseling
- Refer to outside agencies and resources: RCOE events, adult education, Group Homes,; Career and Technical schools
- Assist with Transitional Services with College and Career: SAT and ACT application, college applications, FAFSA process
- Supplies: backpacks, school supplies, uniforms, P.E. uniforms, hygiene kits

English Learner Support Services and Resources
- Creating and providing designated ELD instructional learning packets with a language focus and provided visual and vocabulary reinforcement, used during the spring distance learning period.
- Professional development for teachers on integrated and designated ELD
- 3-week summer session for migrant students (who fall under EL services) to provide daily, whole group instruction through distance learning, as well as a 30-minute block of small group instruction for targeted instructional support.
- Providing supplemental services to specific English learner populations
    - EL Mentors for LTELs
    - LTEL After School Tutoring - every site to be assigned 1-2 tutors to support long-term English learners with academic support and tutoring
    - Rosetta Stone
    - Newcomer Academy - after school program to support with language, academic, and socio-emotional supports for students new to our country
- Dual Language - expansion of program to all elementary sites to provide families with program options