Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chaffey Joint Union High School District	Mathew Holton, Ed.D. Superintendent	mathew.holton@cjuhsd.net (909) 988-8511

General Information

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

The COVID-19 pandemic has had a profound impact on the Chaffey Joint Union High School District (CJUHSD) and its students, staff, and families. Every aspect of public school instruction, safety and wellness, technology, operations, facilities, and leadership present unprecedented challenges to solve and enormous fiscal costs to bear.

The District's Learning Continuity and Attendance Plan (LCP) has been informed by the impact the District and its community has experienced from the COVID-19 pandemic. Since the initial school closure and shift to complete distance learning on March 16, 2020 as the COVID-19 infection began to spread in San Bernardino County, the District has consistently adjusted schedules, invested in and deployed additional resources, retrained teachers and staff, recreated procedures and policies, and most importantly, implemented programs and resources to ensure that all students receive a high quality education. As the initial shift to distance learning extended through the end of the 2019-2020 school year, through summer school, and into the start of the 2020-2021 school year, the District has mobilized all its resources and personnel to ensure that students would be served when schools reopen. In June and July, the District had made plans to reopen schools in a hybrid setting during which students would attend school in-person twice a week. However, from June through August the COVID-19 incidence rate in the District's attendance area more than doubled to 1,316 cases per 100,000 residents. Due to this upward trend, the District made the decision to reopen in a complete distance learning environment to commence on August 5th. Estimates provided by State agencies indicate that 97% of California's public schools will forego in-person instruction until the COVID-19 incidence rate declines.

Throughout this period of time, the District remained in close consultation with public health and other governmental agencies to ensure that educational and safety and health guidelines are implemented and remain in place. The District continues to rely on the office of Governor Gavin Newsom, California Department of Public Health (CDPH), County of San Bernardino Department of Public Health (SBDPH), the San Bernardino County Office of Education (SBCOE), the California Department of Education (CDE), and the Centers for Disease Control (CDC). Additionally, the District works closely with its Board of Trustees, local municipalities and public safety agencies. The District also adheres to new legislative requirements like those mandated by California Senate Bill 98 and Assembly Bill 77 as well as those mandated by the Federal government. Finally, the District involves all stakeholders in decision-making by regularly surveying students, staff, and parents, by

forging agreements with Associated Chaffey Teachers, California School Employee Association, and by relying on the District's Parent Advisory Committee and District English Language Parent Advisory Committee for feedback, insight, and input. Throughout the summer, the District communicated with all stakeholders and provided information and resources necessary for students, staff, and families to start the year. The District's parent guide to reopening schools is available here: https://4.files.edl.io/282a/07/29/20/205153-a058806e-d397-4b39-b8b2-b28cebffa7b9.pdf

The District's LCP has been informed by the experiences of District staff, families, and students during the pandemic and feedback the District has gathered over time from all stakeholders. The list below outlines specific decisions made by the District to respond to the community's needs.
Throughout this document, the District will report the actions and services it has implemented to ensure that students receive educational services. These include:

1. Implementing Canvas, a learning management system, used by the California Community College system and major universities, as a platform that supports online learning and teaching. It allows teachers to post grades, resources, information, and assignments online and facilitates communication between students, peers, and teachers.
2. Closing the digital divide by ensuring access to technology so that every student can check out a device and connect. The District learned during the spring closures that all students did not have access to a device or connectivity. The District partnered with a non-profit, the California Emerging Technology Fund, to bring affordable Internet service to the community for families who qualify. The District can provide hotspots for students with no WiFi access.
3. Investing in additional instructional materials for students to take home including additional texts and take-home art supplies.
4. Providing access to platforms like Zoom, Microsoft Office 365, and Google Classroom to support instruction in distance and hybrid learning.
5. Providing Social Emotional Learning (SEL) and mental health support for students and training and resources for staff.
6. Allocating time in the day for students to have access to teachers, counselors, and support staff who can support their needs and time in the day when teachers are available with office hours.
7. Providing a structured school day with equitable time allocated to each instructional period.
8. Equipping teachers with the classroom technology needed to ensure students will experience daily live interaction and instruction.
9. Developing plans to provide students with lunch services everyday.
10. Implementing safety and wellness procedures and protocols on every campus during distance learning and when students return.

In spite of these unprecedented circumstances, the District is committed to achieving its five strategic goals:
1. All CJUHSD students will demonstrate college and career readiness.
2. CJUHSD will provide meaningful professional development in research-based strategies and technology implementation to improve classroom instruction and support increases in student achievement.
3. CJUHSD will provide safe and caring campus environments that engage students in their schools.
4. CJUHSD will provide effective communication and strong relationships with all stakeholders.
5. CJUHSD will provide fiscal solvency and transparency for all stakeholders.

As one of the largest and most successful high school districts in California, the District serves the diverse cities of Ontario, Montclair, and

Rancho Cucamonga, as well as parts of Upland, Pomona, Fontana, and Mt. Baldy. The District educates nearly 24,000 students attending eight comprehensive high schools, an alternative education center, which includes continuation, online, and community day high schools, and an adult school.

Additionally, the District is committed to serving the needs of its entire student body representing the 13 student groups on the California School Dashboard and reflecting a diverse community:
64.47% - Hispanic/Latino
15.98% - White
7.4% - African American
6.5% - Asian
2.07% - Filipino
2.31% - Two or more races
.4% - American Indian/Alaskan Native
.49% - Hawaiian/Pacific Islander
12.5% - Students with disabilities
4.53% - Homeless

Likewise, the District will ensure that its goals, actions, and services outlined in this document provide for the needs of its unduplicated pupils.

Unduplicated pupil percentages (UPP):
60.92% - Low income/Socio economically disadvantaged (LI/SED - unduplicated eligible free/reduced meal)
6.3% - English learners (EL)
.57% - Foster youth

In the spring, students' education and experiences were severely disrupted. As we return to school, the District is committed to providing high-quality, accessible distance and/or hybrid learning, all of the instructional materials and technology they need, and access to mental health and social emotional supports.
The District will engage the community as it seeks input from all stakeholders in developing and adjusting plans and programs. It will focus resources on high-need students and track student attendance, participation, and progress while implementing interventions to address students' needs.

The District is committed to maintaining the educational experiences from which its students benefit in 2020-2021 to the greatest extent possible. These include opportunities to achieve post-secondary goals, providing access to a full curriculum, and maintaining memorandums of understanding (MOUs) that provide graduates who meet established entrance requirements, such as A-G completion and GPA minimums, with guaranteed admission to California State University, San Bernardino; California State University, Bakersfield; California Polytechnic University, Pomona; University of La Verne; University of Redlands; Azusa Pacific University; Grand Canyon University; California Baptist University, and Biola University. Additionally, the District partners with community colleges in the area, including Chaffey College, Mt. San Antonio College, and Norco College, on a variety of initiatives, such as dual enrollment, that benefit students. The District also works in cooperation with the cities of Ontario and Montclair on their initiatives -- Ontario Promise and Montclair to College -- that provide free tuition

to local community colleges after graduation.

The District will continue to facilitate access to Baldy View Regional Occupational Programs (BVROP), college and career fairs, work experience programs, and curriculum that develops employability, life, and learning skills. In all, these programs provide students with technology skills, career exploration, employability skills, life and learning skills (TCELL), and the foundation needed for post-secondary pursuits.

To the greatest extent feasible, the District will maintain its full curriculum and programs, including equitable access to honors and AP programs, intervention courses, all visual and performing arts and athletic programs, student leadership and mentorship organizations, clubs, and social events like dances and rallies. Additionally, the District prioritizes the social and emotional well-being of students by providing guidance and outreach services as well as connections to community resources to support students and families.

The Chaffey District will continue to respond to the needs of our students, staff, and families during these uncertain times and will evaluate strategies and programs in place, make necessary adjustments, and apply lessons learned to continue to improve instruction and experiences for students. The District invites the public to read this Learning Continuity and Attendance Plan (LCP) and always appreciates feedback and insight from our parents, students, staff, and community.

Stakeholder Engagement

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

The CJUHSD solicited stakeholder feedback for the reopening of schools in the 2020-2021 school year through the administration of 21,064 surveys of educators, pupils, and families. Among educators, teachers, principals, administrators, classified personnel, along with leaders from both employee associations and the governing Board, all provided feedback to inform the District's response and plan.

Principals communicated the importance of the surveys through various means, including the District website, social media, all-calls, and/or emails. The survey was translated into Spanish for Spanish-speaking parents. Since all families do not have Internet service, each site made a concerted effort to call every household, successfully making contact with over 97% of all students' homes. The District also worked with local non-profits who provide affordable housing for students but may lack quality, consistent connectivity. Learning this, the District acquired hotspots to support those students and planned accordingly for 2020-2021.

To ensure that all students were successful at the end of the 2019-2020 school year, District personnel made phone calls to every student. These contacts with students and families allowed the District to better understand the needs and struggles of all students. Issues included,

but were not limited to, Internet connectivity, devices for instructional delivery, as well as clarification on how to connect with teachers, counselors, and other staff as well as necessary resources. This feedback informed the District's planning for the 2020-2021 school year.

The large number of respondents provided a clear indication on the preferred instructional model and the need to provide a learning environment that emphasized health and safety on District property. While the survey indicated that stakeholders preferred a hybrid model with students attending in-person twice a week, the worsening COVID-19 pandemic and increasing incidence rates within the District's attendance boundaries and guidance from local health authorities precluded a physical reopening of schools.

Respondents to the survey also provided written comments. These comments were reviewed for trends and themes to draw conclusions and develop plans to address concerns and ensure that the learning environment was safe, equitable, and effective. All stakeholder groups had concerns about safety precautions the District would take upon reopening the schools. These included the desire to have personal protective equipment availability, classroom cleaning routines, social distancing, as well as improved air filtration systems in classrooms and offices.

Stakeholders desired to see high quality instruction no matter what method of delivery the District engages in during the 2020-2021 school year. Instructional comments included the maintenance of rigor, the merging of multiple technology platforms, and an expression of appreciation for block schedules during distance learning of 2019-2020. Students struggled with coordinating time management strategies, having motivation while working with distance learning, and there was a noted desire to resume co-curricular activities.

Parent comments both expressed frustration with distance learning and appreciation of the consideration of student safety. Concerns centered around the lack of social interaction and the opportunities afforded students inside a classroom versus a distance learning environment. Finally, stakeholders had a desire for increased levels of accountability for all parties, students and teachers. This included the availability of teachers for extra help and office hours, and for students to be held accountable in terms of attendance and attention to assignments and classroom projects.

In addition to surveys, the District’s efforts to make phone calls to each student and family allowed for data to be collected from families who may not have had reliable or adequate Internet connectivity.

The District also convened its Parent Advisory Committee, site teams, and District English Language Advisory Committee, comprised of parents, students, and educators representing a cross-section of the District's population. The first convening took place on August 20th in a virtual meeting. The LCP was introduced by the Superintendent and Cabinet members and presented actions the District had put in place given feedback received throughout the spring and summer. Participants also met with site teams and the DELAC team to work with site leaders in prioritizing student and family needs. Collectively, the participants identified several priorities, especially Social Emotional Learning training and activities and access to mental health services. The participants also encouraged schools to focus on school culture and connectivity by prioritizing support of freshmen and ensuring that co-curricular programs are maintained and that clubs, sports, and activities offer outlets and interaction for students to the greatest extend possible. A follow-up took place on September 2nd to continue and finalize the process and decision-making. DELAC members engaged in the same process in an additional meeting on August 28th.

As school began, District administrators met with groups of students, parents, and families from each school to discuss equity issues in each school and across the District. The outcomes from these meetings will inform District planning and implementation of programs specific to improving equity, diversity, and inclusion in all facets of education.

Extensive information and feedback gathered from educators, pupils, and families was considered as the District developed and finalized its LCP, and the District ensured that non-English-speaking families and those without Internet had means to participate.

Finally, the Superintendent consulted routinely with the governing Board to apprise the members of the District's planning and to consider pertinent input Board members received from their constituency.

Moving forward, District and site leaders will continue to offer an array of stakeholder engagement activities virtually. These include virtual coffee with the principal or town hall events, panel discussions with students, staff, and parents, site and District based parent advisory groups, climate and other committees, surveys, tech hotlines and drive up support efforts, website communications, notices through Canvas, an automated dialer, 1-to-1 outreach, and social media outreach. Twitter has proven to be an effective communication platform for the District. The collective number of followers for the Superintendent and site principals is 22,817.

Prior to shifting to a hybrid schedule, the District will re-engage all stakeholders in September and October, including parents, students, teachers, principals, administrators, counselors, classified personnel, along with input from both District employee associations and the governing Board to further plan for school reopening.

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

The District began to hold its Board of Trustee meetings virtually in April as schools and COVID-19 safety protocols precluded public gatherings. This practice has continued in the interest of public safety and to ensure the public has opportunity to participate.

Per Senate Bill 98, all Board meeting practices, agendas, bulletins, and public hearing notices are posted on the District's website, District office, and school site offices at least 72 hours before all Board meetings.

The District held the following meetings using the Zoom teleconferencing platform:
March 13, 2020 (Conference Call - Emergency Meeting)
April 14, 2020 – Zoom Meeting
May 12, 2020 – Zoom Meeting
June 16, 2020 – Zoom Meeting
June 23, 2020 – Zoom Meeting
July 21, 2020 – Zoom Meeting
August 11, 2020 – Zoom Webinar
September 15, 2020 – Zoom Webinar
September 29, 2020 – Zoom Webinar

Board meeting practices were adjusted in accordance to public health orders specific to Governor's Executive Order N-29-20, which stated that Board meetings would be held "virtually" until further notice. Meetings remained accessible to the public by Internet or telephone, but no physical meeting place was provided. Meeting access instructions were provided to the public. Public comment opportunities were made available prior to, and during, the virtual meetings during Public Comment and/or during public hearings.

To comment during the meeting, attendees were provided direction to be called upon to speak. Commencing with the August 11th meeting, all comments were submitted to the recording secretary to be read by the Superintendent to facilitate opportunity for comment. Translation service in Spanish is available at all meetings.

Per SB 98, the District notified members of the public of the opportunity to submit written comments regarding specific actions and expenditures (EC 43509(b)(2). Notification was provided at least 72-hours in advance. Public comments could be submitted to the Superintendent's assistant (recording secretary) via email or telephone call. Comments received by the recording secretary prior to the meeting are read aloud during the appropriate Public Comment and Public Hearing portions of the meeting.

Per SB 98, the District presented the draft LCP for review and comment by members of the public on its website for review the week of September 1, 2020. The Superintendent presented the LCP to the public for review and comment by members of the public on September 15. The Board of Trustees approved the LCP on September 29, 2020. All meetings were conducted in accordance with SB 98, EC43509(b)(4), EC43509(b)(5)(A)

During COVID-19 closure, attendance at Board of Trustee meetings remained similar, if not greater, to those meetings held in the District's Board Room.

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

The District analyzed the data gathered from each specific stakeholder group to identify trends, ideas, and needs as it planned for the 2020-2021 school year.

Pupil feedback: 9,876 students participated in a survey across all grade levels and schools. Over 56 percent of students desired to return to school in a traditional format, 28 percent preferred a hybrid format, and 16 percent desired a total distance learning format. Over 92 percent indicated they had a device to use for distance learning in 2020-2021 and 94 percent noted they had access to consistent Wi-Fi. Upon reflecting on their distance learning experiences of the 2019-2020 school year, over 80 percent of students indicated that they had some level of sufficiency in communication from teachers. Motivation and distractions were two obstacles identified as the most prevalent in distance learning by our students. To address that, the District realized it needed to provide access to Canvas, a holistic, universal learning management system, to ensure that students, families, and teachers had a platform that would consistently and equitably facilitate communication and instruction. Ongoing support and training for all stakeholders will need to be provided to ensure competency for all with the technology. In the spring, teachers relied on a variety of platforms, or none at all, to deliver instruction. Implementing Canvas has addressed that for all students and teachers.

Family feedback: 9,706 parents participated in a survey across all grade levels and schools. Forty-two percent of parents desired for their student to return to school in a traditional format, 35 percent preferred a hybrid format, and 23 percent desired a total distance learning format. Over 86 percent indicated their student(s) had a device to use for distance learning in 2020-2021 and 96 percent noted they their student had access to consistent Wi-Fi. Parent comment concerns also alluded to motivation concerns of their students as well as their student's participation in co-curricular activities during the 2020-2021 school year. With this feedback, the District crafted a more structured schedule than was in place in the spring and maintained extra-curricular classes, activities, clubs, and other groups to the greatest extent feasible in a remote setting. In addition, families described the realities of distance learning in the home. Multiple family members and children may be competing for time on a device or Internet. This illustrated the need to support families with technology.

Non-English family feedback: Survey data was collected from 263 non-English speaking parents of students from all grade levels. Thirty-six percent preferred a return to traditional school, 32 percent to a hybrid model, and 32 percent to distance learning. Nearly 89 percent noted that they had reliable Internet service and connectivity for future distance learning. Again, the feedback here emphasized the need for devices, connectivity, and a single methodology or platform for delivering instruction.

Families without Internet connection: These families were contacted and then provided with portable hot spots for their student's instruction in the final months of the 2019-2020 school year. In addition, these families were provided with connectivity for the 2020-2021 school year. Each site has again contacted families who need either devices or connectivity to ensure that these students have the tools to be successful. As expected, these families prioritized devices and connectivity. This compelled the District to make addressing the digital divide its top priority to begin the 2020-2021 school year.

Educator feedback: 1,219 staff members participated in the survey across all schools. This included 762 teachers, 71 non-classroom certificated, 343 classified, and 43 administrators. Thirty-six percent of staff desired to return to school in a traditional format, 40 percent preferred a hybrid format, and 24 percent desired a total distance learning format. Concerns from staff centered around the cleaning procedures of their rooms, air filtration systems, personal protective equipment, and the logistics of instruction upon shifts to various instructional settings. In response, the District developed a comprehensive safety plan based on the guidance from federal, state, and local public health agencies. This plan is in place at all locations and includes screening, social distancing, and cleaning protocols. In addition, the District developed a work-from-home agreement with its employee associations for those employees who expressed a need to do their jobs off-site, if practical, during distance learning.

Per SB98, the Superintendent presented the plan to the Parent Advisory Committee for the LCP on September 2nd and separately presented the plan the to the District English Language Advisory Committee on September 9th for review and comment. The draft of the LCP was posted on the District's website for public review and comment. Comments and questions were responded to during the meetings, and subsequent questions or comments were responded to in writing by the Superintendent or his designee. All comments were taken under advisement as potential actions were considered as the plan was finalized.

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

The District's stakeholder engagement process influenced the development of the LCP. The District relied on feedback from stakeholder input to inform decision-making in preparations for the 2020-2021 school year. Experiences reported by students, parents, and staff contributed to investments in specific aspects that were included in the plan. The District solicited recommendations and comments of members of the public regarding specific actions and expenditures proposed to be included in the LCP in accordance with SB98. The District employed the following strategies as described earlier this section: extensive surveys of all stakeholders, feedback from all stakeholders provided before, during, and after spring semester of 2020, feedback from employee association groups, phone calls to all students' homes, meetings with parent groups, consultation with the governing Board, strategic planning with site administrators, and meetings with panels of stakeholders.

1. One of the most significant decisions stemmed from parent and student concerns in the spring about inconsistent use of platforms in a distance learning environment. Some teachers used Google Classroom or School Loop, and some teachers used neither. This caused confusion and inequities among students, and the District realized it would need a universal platform to serve all students in the fall. The District chose to invest in Canvas to use as its universal learning management system. Canvas is used by the California Community College system and major universities as a platform that supports online learning and teaching. It allows teachers to post grades, resources, information, and assignments online and facilitates communication between students, peers, and teachers. The system was piloted during summer school and the District began training teachers in May. Training continued throughout the summer and into the school year as teachers began to use the platform.

2. Stakeholders also indicated that students need access to technology. The District relied on a number of methods to reach students and families who were unable to access devices and connectivity following school closure in 2019-2020. Schools surveyed students and families and called every home, successfully reaching 97.5% of all households to ascertain the needs of all students. In early summer, all students and parents were surveyed about connectivity needs so that the District could prepare for what was needed. This data helped drive the District's decision to provide every student with a device. The District responded by implementing a "1:1 initiative" to ensure every student has a Chromebook. In addition, the District partnered with a non-profit to bring affordable Internet service to the community for families who qualify. The District will provide hotspots for students with no WiFi access. All students, including students and families with unique circumstances, were presented with a device and connectivity options during registration prior to school. Additionally, multiple all-calls, email messages, fliers, and other communications were sent to households in English and Spanish to promote the technology the District offers. Students who did not respond, attend registration, and/or did not check-in to classes in the first two days of school were called by school staff. School staff identifies any barriers a student or family may confront. Students who reported lack of Internet connectivity were provided with a hotspot by the third week of school when they became available from the vendor.

3. Students need access to instructional materials and supplies so that, to the greatest extent feasible, students would have the instructional resources they need at home. Therefore, the District invested in additional texts, digital resources, take-home art supplies, and other necessary educational materials and supplies. Additionally, all District libraries implemented textbook distribution days for students to come to school and pickup all of their texts to take home.

4. Stakeholders indicated concern for students' well-being. The District continues to invest in Social Emotional Learning (SEL) and mental health training, materials, and resources for staff. The District acquired curriculum from Schools-Connect and Character Strong to provide for

teachers throughout the District. Additionally, each school implemented an "anchor adult" strategy that connects students to their second period teachers with additional time on Mondays. This time is used for SEL lessons, and it allows teachers to get to know students and their needs. Reported needs are communicated to a counselor, therapist, school psychologist, or administrator for intervention.

5. Stakeholders emphasized equity across all areas of education as a priority for 2020-2021. This includes closing the digital divide and ensuring all teachers, students, and parents have access to and can use the same learning management system. Additionally, events during the summer that spotlighted social injustices manifested themselves in the District's cities and neighborhoods. The District will continue to build upon equity initiatives in 2020-2021, including the adoption of more inclusive and representative literature and curriculum, partnering with supporting organizations that foster successful parent engagement and student support services, and ensuring that students have access to support, interventions and resources.

6. Stakeholders expressed concern about safety in their survey responses. The District developed a comprehensive safety plan aligned with guidance from Federal, State, and local health agencies.

Information about all of these aspects of reopening school were described in the District's Reopening Guide for Parents published on the District's website: https://cjuhsd.net/apps/news/article/1262477

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.]

Based on extensive feedback from stakeholders from late spring to early summer, the District planned to implement a hybrid learning model to commence the 2020-2021 school year. However, on July 15th, the District, based on the recommendation of the San Bernardino County Department of Public Health, announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by the guidance provided by Governor Newsom to schools on July 17th when he detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow to bring students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

The District has an operational plan in place to offer hybrid learning as soon as it is safe for students and staff to return to school. The District's plan considers needs of students who experienced or are at-risk of experiencing learning loss, provides guidance for high-quality classroom instruction, focus on mastery of standards and skill development, and includes curriculum that promotes social emotional learning.

The District's distance learning schedule aligns with schedules students will have when they return to school for hybrid learning, so changes, if any, to a student schedules will be minimal. Hybrid learning poses a unique opportunity to blend strengths from a traditional model as well as a distance learning model: teachers have the opportunity to see their students in-person to build community and make meaningful connections with their students, and they also have readily-available and accessible resources for students provided on Canvas in order to foster independence and self-directed learning at times that are more advantageous to students.

Hybrid learning also allows for safe, in-person learning during the COVID-19 pandemic by employing safety protocols like social distancing, frequent hand-washing and/or hand-sanitizing, and wearing of masks. Furthermore, as circumstances change, the hybrid model will enable an easy shift to a fully-implemented traditional model when schools resume normal operations or to distance learning in the event a school needs to completely close. District teachers will continue to use Canvas as its learning management system regardless of the mode of learning because it includes numerous features that enhance the teaching and learning experience and provides students with skills they will need in post-secondary institutions. Additionally, Zoom will be available for teachers throughout the year to facilitate daily interaction with students.

The classroom-based school schedule operates in a six-period day with two cohorts each day attending at staggered times, effectively dividing an entire student body into four cohorts to minimize contact and promote social distancing. Students attend two days a week (Tuesday and Thursday or Wednesday and Friday). Students are provided a minimum of 40 minutes of instruction per day per class in addition to 40 minutes of equivalent time value on the days they do not receive in-person instruction. Students will engage in synchronous or asynchronous learning activities as directed by the teacher on alternating days when they are not present for in-person instruction. On Mondays students attend their second period class only where students receive social emotional support. Teachers provide asynchronous lessons for each period on Mondays, and upload the week's learning plan on Canvas. Additionally, teachers hold office hours for individualized small group support for two hours on Mondays.

As in the distance learning scenario, departments and teams will work together and with the instructional coaches to apply all evidence-based research and resources to determine what lessons, projects, feedback and assessments will support students in their learning most effectively. With an emphasis on learning and competency development, the District's Instructional Division will compile educational research and resources that promote effective instruction in a hybrid setting. These best practices will be reinforced in all professional learning activities. Principals will routinely focus on instructional practices as they consult with teachers throughout the school year. Viewing instruction through the lenses of equity, access, and relationships will be imperative to increase student engagement and connection to their schools. Planning will be designed to ensure that engagement and learning take place throughout each week. Teachers must thoughtfully offer the most effective activities and lessons when students are physically in the classroom and plan for longer-term assignments and projects students can work on throughout the week when they are home and working independently.

In consideration of the social-emotional well-being of all students, the District has implemented SEL programs on all of its campuses. The District has provided SEL training for several hundred teachers during the past two years. Teachers were offered more intensive training during the summer to prepare for implementation of SEL best practices on their sites. The District provided curriculum to support teachers and included time on Monday for student check-ins and SEL activities. Also, the District offers mental health services offered by dedicated staff, counselors, therapists, and psychologists. Mental health services are facilitated by telephone and virtual services, and resources are readily available for students, parents, staff on websites. All those services will return to in-person services as it is safe to do so. The District

maintains partnerships with community agencies for services and therapy for foster youth and homeless students. Full-time outreach staff supports students with services, food, hygiene products, clothing, and school supplies. Foster youth are provided with regular mentorship programs.

To support students who may have experienced learning loss during the spring, the District is taking the following steps to provide students with access to educational programs. First, the District offered a full summer school program for all students who need to remediate a low grade due to the progress they demonstrated in courses affected by COVID-19 in the spring. The District offered a full version of its summer school program in a distance learning setting. Likewise, the District is offering additional before and after school classes to allow students to retake courses to improve their mastery of content standards. Virtual tutoring will be offered to students who need additional support, especially for students with special needs, like EL, foster youth, students with disabilities, and low income. Teachers have also been provided with additional time to consult and tutor students during daily office hours. Teachers started the year by focusing on the development of relationships with students and using best practices to connect students to the classroom and their peers as successfully as possible in a distance learning setting. Teachers began the year by focusing on current curriculum rather than spending weeks on review.

While hold-harmless policies pertaining to attendance and grading are not applicable in 2020-2021 at this time per AB77/SB98, shifts in educational environments provide teachers an opportunity to reflect upon and improve assessment practices. Students will be required to attend school and engage in learning to earn grades and credits toward graduation. However, how students are traditionally assessed needs reconsideration.

Assessment and grading has often traditionally focused on completion of work and compliance to earn points that calculates to a percentage that equals a letter grade. The District recommends that teachers reexamine assessment practices to ensure that teachers focus on formative assessments and feedback to achieve the following:

The District studied Policy Analysis for California Education (PACE) which recommends that teachers, “Conduct regular formative assessments and provide prompt feedback to students and families. Students need regular feedback to support their learning and to recognize and encourage engagement, particularly when in-person interaction is limited. In addition to measuring attendance in distance learning, educators must assess student learning frequently and through diverse approaches. Timely and regular feedback should be provided not only to students but also to families, who are critical partners in distance learning.”

The effective use of formative assessment allows for feedback, intervention, enrichment, and revision and upgrading of the assessment evidence, thereby supporting a growth mindset and focused effort. The use of common standards, learning targets, and success criteria enhance both the validity of the graded content and reliability of the process. The inclusion of user-friendly learning goals and criteria, student-to-teacher feedback, and student self-evaluation enhances student agency and ownership for the entire learning process. The use of open-access records supports parent and child communication and additional opportunities for reteaching and revision. As a result, the use of formative assessment and user-friendly reporting formats mitigate many of the issues that made the traditional grading process problematic.

For guidance on effective formative assessment practices, the District provides teachers with ample resources on the CJUHSD Instructional Development Website.

As teachers assign learning tasks, they consider the practicality of providing meaningful, informative feedback and keep in mind the concept from the spring: do more with less. Furthermore, the District supports the CDE guidance specific to grading and reporting to ensure students have fair, equitable opportunities to demonstrate learning in non-traditional learning settings:

- Prioritize equity in grading practices.
- Consider the needs of all students, including those of English learners, homeless and foster youth, students with additional learning needs and supports, and those with differing access to digital learning and other tools or materials.
- Provide different methods and choices that allow students to demonstrate understanding of the prescribed learning outcomes and essential standards.
- Consider use of an alternative means of administering tests, projects, and other assessments; adaptations to assignments; revised weighting in individual teacher grade books; and prioritizing the assessment of student mastery of essential standards.
- Ensure that any changes to learning strategies or grading policies should, as appropriate, be done in conjunction with the student's Individualized Education Program (IEP) to ensure that the changes respond to their learning needs.

The District also recommended that teachers emphasize performance-based assessment options, including the following:

- Student-developed Slide-Based Presentations. Platforms include, but are not limited to, PowerPoint, Google Slides, Prezi, and others. These can be presented in real time or recorded. Students can include talking points or presentation scripts in the slide notes or in a separate document.
- Student-developed video recordings. Options include, but are not limited to, videos uploaded to YouTube or recorded videoconferences. Popular apps like Tik Tok can also be used.
- Posters, Tri-Folds, Models, and Dioramas. These can be presented using a video (live or pre-recorded) or digital photographs with an attached verbal or written narrative explanation.
- Audio Recordings and Podcasts: Platform options include Audacity, Garageband, and other free audio recording software. These can also be used for performance-based courses like band/music, choir, theater, or speech and debate.
- Illustrations (flow charts, diagrams, collages, comic strips, infographics and other visual presentations) completed digitally using illustration software or can be scanned or photographed and uploaded. The Google Drive App can be used to scan and upload a smartphone camera.
- Free infographic platforms include Canva, Visme, and Piktochart, among others.
- Dialogue, Monologue, or Other Performance can be submitted in writing or recorded and submitted digitally.
- Discussion Threads, Journaling, or Interactive Notebooks through a shareable platform like Canvas, Microsoft Teams, or through Google Classroom.
- Seek input from the District instructional coaching team to support teachers with grading and assessment.

This extensive focus on feedback enables teachers to hone in on skills potentially lost during school closure and use best practices to address and develop those skills. The approaches outlined above allow for multiple opportunities to succeed for students with unique needs, including English learners, foster youth, low income, and students with disabilities. Finally, the District will use the interim assessment features provided in the SBAC testing system in English and math.

Classroom safety is paramount when students return to school, and specific safety plans and protocols as recommended by public health agencies will be employed and in place throughout school sites and in every classroom. Staff and students must wear masks. Social distancing of at least six feet will be maintained, and school staff must establish classroom mobility routines that maintain social distancing. Classrooms, surfaces, and high-touch areas/objects will be disinfected daily, and hand sanitizer will be provided in every classroom. Surfaces will be wiped down between classes by teacher and/or students as prescribed. Clear one-way routes and entry and exit points will be in place to minimize close contact. School staff will routinely promote, communicate, and review hygiene practices that students and staff must practice daily to minimize risk of COVID-19 infection.

The following information further outline safety precautions:

- Cohort sizes will maintain necessary physical distancing and keep at least six feet of spacing between students within classrooms. Current analyses of the District's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time. Those cohorts are also split into two cohorts that attend at staggered time.
- Schools will continue to schedule students into six courses and utilize a traditional six period day. This will maintain continuity with the existing scheduling model and staffing allocations, which will minimize any class changes when students return.
- For students who are medically fragile, or whose parents/guardians request remote learning, students will remain in the distance learning program.
- Everyone must practice physical distancing, keeping at least six feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- Wearing a cloth face covering and/or face shield is required for all CJUHSD staff, students, parents/guardians, and visitors.
- Sites will install state-of-the-art ionization air treatment equipment to all site HVAC systems to improve air quality and minimize spread of virus. Windows and doors will be kept open, if possible, to increase airflow.
- Plexiglass barriers will be installed in locations where interaction takes place and wherever requested.
- Parents/guardians will be encouraged to stay in cars when picking up/dropping off students at staggered start and end times. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms will be arranged to allow for six feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Strategies for limiting the mixing of large groups will include recess cohorts, staggered lunch times, and limiting activities where multiple classrooms interact.
- Physical Education (PE) classes and athletics will be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by State/local public health officials.
- Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to, door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use

their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and hand washing stations if sink access is insufficient.

- Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary at the time students and staff return to sites. Staff will work with San Bernardino County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or District response as

required.

- The District will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. CJUHSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a survey seeking input about learning models for the 2020-21 school year was administered in June. This survey included questions to assess technology access (device and connectivity) and learning option preference (distance, hybrid, full in-person). The information gained was used for planning purposes only, and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the District's efforts to create the best possible and safest learning conditions for all students, parents/guardians, and staff.

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

Description	Total Funds	Contributing
The District will provide Personal Protective Equipment and consistent access to soap and hand sanitizer for all students, staff, and families to minimize spread of virus: Face coverings (masks and, where appropriate, face shields) are required for students, staff, and family entering schools sites and staff working in the community. Additional hand washing stations will be available on each site to increase social distancing.	$240,000	No
The District will supply all site and District offices with screening equipment: Thermometers, kiosks, and screening stations will measure temperatures of all students, staff, and family members who enter campuses or District offices. Additional PPE will be stocked in areas needed to isolate potentially-infected persons (PIPs) who display any signs of illness.	$190,000	No

Description	Total Funds	Contributing
The District will provide disinfecting supplies: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, electrostatic cleaning equipment, disinfectant, paper towels, gloves, goggles, and masks to increase cleanliness and mitigation of infection.	$140,000	No
All sites will display ample signage, posters, and floor decals to provide visual cues throughout school and District sites to maximize social distancing, direct traffic flow, minimize interactions between individuals, and identify specific entry/exit points. Signage will communicate guidance aligned with public health agencies to reinforce face covering and hand washing protocols.	$25,000	No
Custodial staffing and management will work to perform standard and heightened maintenance, cleaning, and disinfection of high-touch areas to ensure safe learning and working environments for students and staff.	$265,000	No
The District will install HVAC ionization systems to enhance air quality for staff and students and to provide a means to disinfect air of coronavirus.	$1,100,000	No
Plexiglass barriers will be installed at work stations where close contact is likely and does not allow for physical distancing of six feet such as the front desk and where requested by staff.	$155,000	No
Additional supplies, including technology, texts, digital resources, instructional materials and office supplies will be provided to students and staff to limit the number of individuals using shared objects.	$250,000	Yes

Distance Learning Program

Continuity of Instruction

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

Implementing temporary distance learning is the first phase on the District's reopening continuum. The District began the school year in temporary distance learning due to the COVID-19 incidence rates in San Bernardino County.

The District has taken steps to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery. The District created a schedule that enables students to take the core courses they need to fulfill graduation requirements, complete A-G, and prepare for post-secondary success consistent with the District's vision to prepare all students for college and careers. Honors and AP, visual and performing arts, career/technical education, physical education, and all other courses were preserved. The District scheduled instructional minutes that exceeded the minimum 240 required by Education Code by allocating 260 minutes on Monday and 270 minutes on Tuesday through Friday. Teachers have been provided additional preparation time throughout the week in order to create digital curriculum, to provide office hours for students in need, and for conferencing with students and parents. All courses adhere to the District's course outlines as approved by its District Curriculum Steering Committee.

The District prepared the Reopening Plan for Teachers to provide extensive instructional guidance and hosted an in-service to all staff prior to the beginning of the school year. The guidance includes resources for planning curriculum, providing daily live interaction with teachers and peers for purposes of instruction, progress monitoring, and maintaining school connectedness to the greatest extent feasible. Teachers were provided with research-based resources for developing, planning, and delivering quality distance learning.

The District will provide curriculum and instructional resources that will ensure instructional continuity for pupils during in-person instruction and distance learning. To facilitate a distance learning model that ensures access and equity, the District implemented programs to close the digital divide by providing access to devices and connectivity prior to the first day of school. Students were provided with the opportunity to check out a device at each school site. The District partnered with the California Emerging Technology Fund (CETF) to acquire 500 free devices for students in need and affordable Internet services. The District secured hotspots for families who could not acquire WiFi service.

To ensure consistent instruction among teachers, the District also implemented the Canvas Learning Management System Districtwide. Canvas supports teachers as they curate their best curricula and instruction with easy-to-use and customizable teaching and learning experiences. Canvas integrates with Aeries, the District's student information systems, as well as video platforms, digital textbook platforms, and other content. Canvas's full suite of functions will support teachers and students in a robust distance or hybrid learning setting, and it is used by the California Community College system and many major colleges and universities, which provides students with experience using a platform they may encounter in the post-secondary educational pursuits. By implementing Canvas, all teachers use the same platform consistency to deliver instruction.

Additionally, all teachers were provided with a premium Zoom educator account to facilitate live, daily interaction every day in every class, and teachers were provided with webcams to engage in live teaching. Teachers will be able to use advanced features like breakout rooms to facilitate student interaction and collaboration. Standards-aligned textbooks were also issued to all students during the second and third weeks of school to ensure that students had access to the instructional materials they need to achieve grade level content standards. All of these efforts will ensure that instructional continuity continue whether students are in-person, in distance learning, or need to shift between the two. For all students in grades 9-12, each teacher will provide a minimum of 30 minutes of live, synchronous instruction per class period. Teachers use a variety of best practices to keep students engaged during 90-minute periods, including using features of Canvas and Zoom, like breakout rooms.

The District provided recommendations from the Policy Analysis for California Education (PACE) as it developed approaches to distance learning. The recommendation suggests teachers, “Prioritize interaction and collaboration in synchronous learning opportunities: Being part of a community of learners is critical to fostering student engagement in distance and blended learning. Pre-recorded lectures, videos, and readings should be assigned for students to engage with asynchronously (on their own time) so that synchronous (“face-to-face”) class time can be reserved for active learning and interactive class engagement. The focus—particularly at the outset of distance learning—should be on developing a sense of class community and norms of engagement.”

Research supports that students are more likely to remain connected to their classroom community when there are opportunities for students to engage with one another and with the teacher. As such, the District invested in the technological platforms to effectively facilitate interactions, instruction, and check-in between pupils and teachers to the greatest extent possible and effective each and every day. The District provides voluminous resources on facilitating live synchronous sessions on its Instructional Development Website and with instructional coaching to support it.

Time throughout the week was established to support teacher collaboration with grade-level and course-alike colleagues/teams to determine mutually-agreed-upon, achievable, and measurable objectives and learning outcomes. Additionally, teachers developed instructional plans in each course aligned to grade level standards and taught at a level that is substantially equivalent to in-person instruction, per Senate Bill 98. Teachers are encouraged to form grade-level or subject design-teams to create content using Canvas functionality that facilitates this. Designing courses as a team provides staff with the opportunity to share planning and responsibility and leverage individual strengths of teachers.

To support learning at home, the District is funding additional textbook purchases, access to course-specific digital content, art supplies, and other educational resources for students to ensure to the greatest extent possible students have what they need to make progress in all of their courses.

The District employs a team of five instructional coaches led by an executive director of instructional development whose primary role as the school year commenced was to support stakeholders as they learned and developed proficiency in the use of technology and technology platforms. Coaches lead professional learning and developed resources to support technology competency.

Finally, the District will work to avoid any compromises in the educational services students receive. The District will implement tutoring services, virtual college and career fairs, SAT and PSAT preparation and simulation, AP testing subsidies for qualifying students, curriculum

advancements and materials to support diversity and equity, and more. The District will offer its full curriculum, including visual and performing arts courses and Career Technical Education (CTE) courses. Distance learning presents challenges for teachers and students in these uniquely hands-on and personal courses. To facilitate success, the District will invest in applications, platforms, subscriptions, and supplies that students and staff can use to teach and learn in these courses.

Each school has a website about all pathways available on the campus and within the Baldy View ROP (BVROP) agreement, giving students access to more than 25 pathways across nearly all industry sectors. The District and BVROP offer classes in fall, spring, and summer making it possible for most students to fit a CTE course or two into their four-year high school course-taking plans.

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.]

Students need ongoing access to portable computing technology, Internet, and digital resources to fully participate in their classes, interact with instructors and fellow students, and access, complete, and submit assignments. Based on surveys and feedback from students, parents, and teachers about the distance learning experience in the spring, the District learned that all students needed a consistent and equitable framework for instructional delivery, a structured, consistent daily schedule, and consistent access to Internet connectivity. The District relied on a number of methods to reach students and families who were unable to access devices and connectivity following school closure in 2019-2020. Schools surveyed students and families and called every home, successfully reaching 97.5% of all households to ascertain the needs of all students.

As the 2020-2021 school year began, all students were provided with a device to use at home during distance learning and/or to use when school resumes in person. Students had the option to use their own devices at home. Many students kept their devices checked out to them over the summer and were allowed to keep those as the school year began. In early summer, all students and parents were surveyed about connectivity needs so that the District could prepare for students' technological needs in 20-21. This data helped drive the District's decision to provide every student with a device. All students, including students and families with unique circumstances, were presented with a device and connectivity options during registration prior to school. Additionally, multiple all-calls, email messages, fliers, and other communications were sent to households in English and Spanish to promote the technology the District offers. Students who did not respond, attend registration, and/or did not check-in to classes in the first two days of school were called by school staff. School staff identifies any barriers a student or family may confront. If transportation is an issue, District or school staff delivered devices and/or hotspots. Students who are not engaged in instruction are called by school staff weekly to determine what obstacles exist, including students and families with unique circumstances. Teachers are asked to report students who communicate technology challenges to counselors or administrators.

When the District shifts to hybrid learning, it will issue a device to any student who does not wish to bring a personally-owned computer or tablet to school. Students will be expected to bring a functional, fully-charged computing device to school each day they attend classes in person. Students will receive an agreement outlining the responsibilities they assume by accepting the device. When students return to class in hybrid and traditional in-person school days, students will be expected to bring their device to school each day fully charged. Devices will be subject to District Internet content filtering both on and off campus.

The District will provide student and staff access to Canvas, Zoom, Microsoft Office 365, and Google Suite services. The Microsoft and Google services provide cloud-based document storage and productivity software. Full versions of Microsoft products such as Word, Excel and Powerpoint may be downloaded onto personally-owned student and staff computers at no cost. Student email accounts are provided through Microsoft Outlook.

On-campus technical support will be provided primarily by school site technicians, coordinated via school Assistant Principal Educational Services offices with assistance from District IT Technicians and staff. Direct hardware and software support for students, parents, and staff working off-campus is available through the District IT Help Line, at (909) 946-8226. The Help Line is staffed during regular work hours, and checked for messages periodically during non-work hours for follow-up by call or text message. Additionally, tech teams visited campuses to set up walk-up tech help stations that invited parents and students to come to school, observing all safety protocols, to get personalized support with their technology.

The District will partner with Internet service providers, the California Emerging Technology Fund (CETF), and other agencies to ensure all students and families have access to affordable, consistent WiFi service. In cases where students cannot secure consistent WiFi service, the District will issue a hotspot to those students upon request.

Students are responsible for the care and cost of repair of any District-issued devices or equipment they accept for use. Damaged or malfunctioning devices should be reported to the school site immediately for rapid repairs.

To ascertain student needs, staff will work strategically to contact students who demonstrate a lack of engagement in school within the first two weeks. As employed in the spring, these personal contacts to homes help schools determine if any barriers or circumstances exist that prevent students from accessing instruction. Schools will work with families to fulfill needs, develop accommodations, or refer to community resources as needed.

Parent technology training nights will be presented regularly during school closure to support parents in the implementation of instructional technology at home. Trainings commenced on September 3 with a session that focused on developing a basic understanding of Canvas and Zoom. All sessions are recorded so that stakeholders can access them at any time.

The District will continue to rely on a number of methods, including phone calls to home and home visits, to reach students and families who were unable to access devices and connectivity.

Pupil Participation and Progress

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

The District will assess pupil progress through live contacts and synchronous instructional minutes in either a distance learning or hybrid model. Synchronous learning refers to instruction in which a group of students engage in learning at the same time. Technology bridges the

distance divide. To address the following measures, as outlined by Governor Newsom's mandate on July 17th, CDE guidance, and recent legislation requiring "daily live interactions" between students and teachers, the District has implemented instructional schedules for both distance and hybrid learning which ensure that students are meeting daily with all of their teachers to the greatest extent feasible, and the District has invested significantly in the technological and professional learning needs in order to facilitate daily live interactions. Instruction is guided by the District's "Reopening Plan for Teachers" which highlights effective practices and systems for distance and hybrid learning.

Per Education Code 43503(b)(6.), daily live interaction with certificated employees and peers provides necessary avenues for instruction, progress monitoring, and maintaining school connectedness. Daily live interaction is two-way communication between a certificated teacher and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated teacher and their student peers. In particular English learners, and students with special needs benefit from daily oral language development. The District must ensure a "minimum standard" of daily live interaction for all students "to progress academically and remain engaged in learning and connected to the school community." Daily live interaction in each period guarantees all students have access to equal and equitable daily interactions to provide instruction, monitor progress, and maintain school/social connectedness. The District has established a minimum of 30 minutes of daily, live interaction per period, per day (T-F), as part of the 90 minute class sessions held daily. Teachers are expected to engage students throughout each 90-minute block with live instruction supplemented by a variety best practices that engage students in a remote setting. Teachers assign a daily instructional minute equivalency to instruction and student learning tasks that meets or exceeds the mandates in EC43502(e).

The District implemented a weekly block schedule to ensure students had sufficient time to meet with their teachers, receive direct instruction, and have time to collaborate with their peers in the learning process. On Mondays, students meet with their 2nd period teachers only. This provides for each student an anchor adult, an adult or teacher they can connect with who will monitor their progress and address their social-emotional learning needs, as well as any additional academic supports the students might need. On Tuesdays and Thursdays, students meet with their 1st, 2nd, and 3rd period teachers. On Wednesdays and Fridays, students meet with their 4th, 5th, and 6th period teachers. If students are taking additional zero or 7th period courses for intervention or enrichment, those are added to the normal school day on alternating block dates.

The District will measure participation and time value of student work, in part, through attendance. Attendance is taken daily regardless of educational setting (hybrid, distance, or traditional). Daily attendance will be taken by teachers based on the student's demonstration of the engagement in class, and/or time value/equivalent. Teachers may backdate their classroom attendance for a period of three days. The intention of attendance backdating is to increase time for teachers to accurately evaluate work in terms of the time value and assessment of student engagement within the class sessions.

Daily reports are generated for each site. Students who are not attending or not engaged for more than 60% of the day are identified and site administration is alerted and systems of pupil outreach are implemented to connect with students and their families to reengage the students.

Grade reporting periods begin the eighth week of school and will occur every six weeks thereafter during which progress is communicated to students and parents. Students who demonstrate a lack of participation and/or grade-level mastery are supported by the assistant principal of achievement and counselors with guidance and appropriate interventions. The Canvas student and parent application provides more timely feedback in regard to learning status. Measurement of student progress will include monitoring of grades and grading practices, including

flexible practices and multiple opportunities to demonstrate mastery, credit completion, on-track to graduate credit analysis, progress toward A-G completion, and credit recovery programs. Communication strategies will be employed to ensure parents and students are informed about their status and the opportunities available to improve.

The District will further measure participation and time value of student work through technology and platforms provided by the District. The District developed and shared with staff a reopening plan which synthesizes research around effective distance and hybrid learning practices. The plan addresses recommendations and requirements for instruction, recommendations for weekly and daily routines, SEL strategies, equity practices, recommended daily schedules for block scheduling, recommendations for asynchronous learning, recommendations for effective assessment practices in distance and hybrid model, and supports for English learners as well as for students with special needs. The District has provided ample technology to staff and students to support the daily live interaction requirements. The District has implemented Canvas, a learning management system, to support the delivery of curriculum and submission of assignments. The District chose this platform for a variety of reasons, including its capacity for administrators to monitor teacher and pupil analytics. When a student is identified as non-engaged, the site administrator can analyze the ways in which students have been engaging with course content and their teachers. Additionally, the District purchased Zoom educator accounts so that teachers could host virtual sessions with students safely.

The District recognizes there are variables that may prevent all students from engaging synchronously. The District will work to overcome those and promote synchronous sessions that are effective and interactive. Asynchronous learning describes instruction and learning that do not occur in the same place or at the same time. Teachers use resources to facilitate learning outside the structure of time and place among student groups. Well-constructed asynchronous learning based on a constructivist approach can, if effectively designed, offer student-centered learning that emphasizes the importance of peer-to-peer interactions.

Distance Learning Professional Development

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

The CJUHSD recognizes the significant professional learning that will be required to support teachers and administrators in effective strategies and resources to support pupil engagement and learning through distance learning. Professional learning plans center upon these core values: safety and health, equity, student-centered approaches to teaching and learning, flexibility; and communication. Funding has been allocated to support these values in the forms of structural and technological resources, as well as an ongoing commitment to professional learning.

Technological resources: Canvas LMS: One of the very first areas of need for technology was a learning management system (LMS) that teachers would be able to use Districtwide. After much research, the District purchased the license to use Canvas. Canvas will serve students and their guardians as a direct communication tool with the school, from counselors, to administrators, to students' teachers. It will also act as the central hub for the sharing of academic materials and the reporting of grades and feedback.

Zoom educator licenses: To support staff and students with safe virtual means of synchronous learning, the District purchased educator licenses for all teachers and certificated staff in the District. This tool will allow teachers to host daily, live interactions with students with protection of administrative oversight for settings and connectivity.

Webcams and document cameras: To increase teaching efficiency, the District purchased webcams and document cameras to teachers' classroom computers. The cameras will function in a variety of ways, and the document cameras will allow teachers to more readily share their own problem-solving and metacognitive processes with students that aligns with how they might demonstrate these skills in face-to-face instruction.

District IT hotline: The District recognized that to support the increased demand on technology use for families and teachers, a specialized team needed to be assembled to address they myriad technology difficulties stakeholders would encounter. The District opened an IT hotline for students and teachers to call to get answers on their specific technology needs.

Professional learning opportunities/reopening plan: Understanding that distance learning and hybrid learning will require a comprehensive plan to address all aspects of reengaging with students, the District produced and shared a comprehensive overview of what teachers will need for reopening. The Reopening Plan for Teachers provided general structural procedures, such as how teachers will take attendance and what the District will provide to ensure teacher and student safety. The plan further provided the bell schedules for each site in the various learning environments. Most importantly, the plan addresses effective strategies for providing engaging and effective instruction in hybrid and distance learning environments, for assessing students, and for adapting between synchronous and asynchronous learning. Finally, the plan provides a number of well-researched resources for teachers to use in their instructional plans.

Training around Canvas: The District first piloted Canvas in summer school after undergoing weeks of research around learning management systems. The District decided upon Canvas, in part because of its expansive suite of support resources, and thus embarked upon a summer of learning. Summer School teachers participated in virtual sessions throughout May and June to provide feedback on the platform as they navigated implementing it throughout their summer school courses. Throughout June and July, the team of instructional coaches provided introductory virtual training sessions for teachers. These trainings were followed up with access to key video tutorials to help teachers. Administrators received specialized training to address their particular needs through the platform.

Training around effective practices in distance learning: The District recognized that teachers' skills and capacity in Canvas would vary drastically. In anticipation of these diverse learning needs, the District structured two and a half days of professional learning and collaboration before the start of school. These days were filled with sessions teachers could sign up for to meet their learning interests and professional learning needs. Sessions were led by the team of instructional coaches as well as instructional leaders across the campus. Sessions were targeted at teachers-at-large as well as at pointed audiences, including Special Education teachers, counselors, psychologists, and speech learning pathologists. Topics ranged from introductory-level Canvas sessions, to specific strategies and resources for effective distance learning instruction, to how to address social-emotional learning in a virtual environment.

Throughout the summer, the English language advisors group met with the director of categorical funding and an instructional coach to plan and collaborate around systems to support English learners in a distance learning environment. They developed resources to share with teachers and delivered a session during the days prior to school specifically designed for teachers who support English learners.

Equity: Throughout the summer, the District held a number of staff meetings to address the social unrest and protests occurring throughout the country in response to racism and violence perpetuated against the Black community. In response, the District highlighted the work that had begun prior to school's closing in March and the steps that would be taken to further address issues of equity in the schools. In the day before school, the District facilitated a Districtwide webinar on equity and the steps teachers could begin to take to ensure equitable, anti-racist classrooms. This initial session will be followed by further sessions throughout the year.

Ongoing commitment to collaboration and professional learning time: No amount of learning prior to distance learning could meaningfully address teachers' needs if it were not followed by sustained and ongoing learning throughout the semester. As such, the District has implemented structured weekly sessions for teachers to have meaningful collaboration and learning time with their peers. These weekly sessions will be part collaboration, part virtual learning sessions. Sessions will continue around effective distance learning practices, as well as how the instructional technology provided supports these practices. Staff will have time to participate in learning with teachers on their own sites as well as with teachers across the District.

Staff Roles and Responsibilities

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

Unquestionably, the role of classroom teacher is the most profoundly affected role in a COVID-19 world. Suddenly, and with relatively little experience and training, all classroom teachers must become proficient in delivering high-quality and engaging educational experiences remotely. While teachers gained some experience with this in the spring, it was not enough to prepare them for the fall when higher expectations for attendance, participation, and engagement were established by legislation.

As a result, the District provided professional learning, coaching, and extensive instructional guidance outlining legislation and instructional best practices to support them. The implementation of Canvas, a robust but complex learning management system, presented one of the greatest challenges for teachers. Learning this platform, along with Zoom, and coupling them with Microsoft Outlook was a daunting task for teachers, and for parents and students to learn as they began to log in to classes. Additionally, teachers needed to adjust their teaching practices and routines, learning to engage students in remote teaching and adapting to different administrative responsibilities, like taking attendance. Likewise, all teachers are becoming practitioners of social emotional learning. Fortunately, the District embarked on training and investing in SEL professional learning and programs prior to COVID-19. Several hundred teachers received training in the implementation of SEL and had begun integrating SEL practices into programs and classes. Each site has a teacher-led team that develops and provides SEL activities and curriculum to be integrated in the classroom. The District is continuing to expand access to SEL training.

Preparing for the start of the school year required a massive logistical undertaking to ensure all students would receive a device and instruction to access platforms in time to start school. Employees from a variety of employee groups, including non-classroom staff such campus security officers, locker room attendants, office staff, library staff, and additional classified substitutes contributed to the preparation, distribution, and maintenance of technology. Additionally, the same support was needed as libraries distributed textbooks, art supplies, and other instructional materials. These efforts supported students in procuring instructional materials and supplies in a timely manner and will be ongoing as students and families report to schools to get necessary materials and/or support. Each school developed a plan to provide

safe, walk-up and drive-through registration events that facilitated a successful start of the school year. Staff members from each employee group contributed to these activities.

As school began, each site assembled contact teams to engage in pupil outreach and reengagement. Again, non-classroom employees, including various office staff like guidance clerks, receptionists, administrative secretaries, and instructional assistants when available were deployed and will remain in place throughout distance and hybrid learning, to engage families in multi-tiered approaches to reengaging students who are not participating. Callers ask members of households about how students are progressing in distance learning, what needs they may have, or what barriers they may face. If necessary, these callers can connect students to resources he or she may need, such as technology assistance or social services.

Although schools are closed for daily instruction, many staff return to schools daily and visitors arrive to for a variety of reasons. Careful and consistent screening is important to ensure that a safe environment is maintained. Temperature and health screenings are conducted at single-points of entry on each campus and office. Various staff, including non-classroom personnel like campus officers and administrators, monitor entrances and conduct health screenings as advised by public health officials.

Enhanced cleaning and maintenance routines have been put in place on all campuses and offices. Custodial staff focuses on more intensive cleaning and sanitization using specialized equipment like electrostatic disinfectant sprays. Custodial staff is provided with standard operating procedures for cleaning, disinfecting, and sanitizing facilities. These procedures include proper use of products, environmental classroom checklists, and proper handling of waste and products. Non-classroom personnel whose assigned job duties may be affected by school closures have been reassigned to perform other tasks, including cleaning. For example, bus drivers and utility workers have been assigned to cleaning duties to address the additional need to clean more frequently, especially high-touch surfaces like door knobs and countertops, and areas such as bathrooms and reception offices.

Supporting students' needs during the COVID-19 pandemic remains paramount. Thus, support personnel such as counselors, school psychologists, marriage family therapists, case carriers, special education advisers, translators, and other school employees continue to provide guidance, mental health, language, engagement, special education, and other supports for students. Due to obvious restrictions on in-person interactions, these employees rely on technology platforms, such as Zoom, or telephones to deliver services. In some instances, when feasible and safe, in-person interaction may occur. Each employee is receiving training and gaining access to technology resources for their unique positions to help them fulfill their professional roles and responsibilities.

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.]

During distance learning, the District will provide support and outreach services necessary to ensure that pupils with unique needs have access to instruction and interventions that enable them to maintain academic progress.

The District will continue to make sure that English learners are placed correctly in a schedule that meets their developmental needs and provides the support they require. Read 180 will continue to be implemented and teachers will be trained on how to best implement the program in a distance learning environment. The standards-based and adopted Edge curriculum, specifically designed for ELs, will be available and accessible online. Accelerated English, another EL support class, will also continue to be implemented so that students can continue their development of academic English proficiency. EL Advisors will continue to closely monitor EL progress and connect with teachers, administrators, support staff, and parents as needed to make sure that students have the best opportunities for success.

The District has demonstrated a strong commitment to meet the needs of students with disabilities and the emergency school closures and implementation of distance learning have complicated this endeavor. Each student with an identified disability has a personal learning plan, an IEP or a 504 Plan, that articulates the specific and appropriate accommodations or modifications that must be provided. 504 advisors and assistant principals of achievement at every school work with teachers, counselors, and parents to ensure that students who have a 504 plan receive the accommodations they need to be successful. During the first two weeks of the 2020-2021 school year, each case carrier worked collaboratively with parents and teachers to develop a Distance Learning Plan for each student who has an IEP. The Distance Learning Plan serves as a bridge for the student and articulates how special services will be provided to each student while we are in the distance learning phase. A special education advisor and department chairperson works with District staff and parents to conduct individualized meetings to ensure that student needs are met.

Foster youth and students who are experiencing homelessness face unique challenges and significant obstacles. The District outreach team, led by the Assistant Superintendent of Alternative Instruction, features trained staff who are focused on providing specialized services for these students. An outreach consultant for homeless students and an outreach consultant for foster youth follow-up and stay in contact with the students on their caseloads. They provide many services for their students using telecommunications, email, and text messaging, but they also conduct home visits and meet students in public spaces such as libraries and parks. They provide at-need students with a number of life-changing services and products such as emergency food, clothing, hygiene items, gasoline cards, and school supplies. Pregnant and parenting teens receive similar services and also baby care/child care items and supplies when they are available. The outreach consultants team with other outreach staff and community volunteers to host food distributions every Friday morning where they partner with community organizations such as Feeding America and local churches to provide free, fresh food for needy families; they routinely feed 300-400 families every week. The team also provides weekly group mentoring through telecommunications for foster youth and are planning a similar mentoring program for unaccompanied youth. While distance learning has added new complexities and unique challenges about how to offer most services, the mentoring program has actually reaped a benefit by expanding mentoring sessions in person once a week at each school to virtual settings where all eligible students can participate every week regardless of what schools they attend.

At-risk students benefit from the strong partnerships that the District has created with community agencies and the San Bernardino County Superintendent of Schools (SCBSS) staff. The departments that support foster youth and students experiencing homelessness are very much in tune with what students need, and they have been so supportive and presents, that many students know the SBCSS staff by name and vice versa. The SBCSS office has recently supported the District's efforts to be one of only two districts in San Bernardino County to pilot a Care Portal -- a network of churches and other places of worship who will agree to partner with the District to provide items for families in need that it cannot purchase or provide.

In addition to the services outlined above, all students with unique needs will require interventions to maintain academic progress. These include access to instructors every day of the week during office hours where they can receive individualized instruction and support. All students will be provided with the technology they need to access instruction, including a device and hotspot, if necessary. Each site will develop a virtual tutoring service that will enable students to connect with a teacher or tutor virtually to receive individualized support. Teachers will continue to integrate support personnel into the classroom to the greatest extent, including instructional assistants, AVID tutors, EL college mentors, and one-to-one aides.

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

Description	Total Funds	Contributing
The District will implement Canvas, a learning management system, to provide equitable access to teaching and learning for all students and staff.	$205,000	Yes
The District will implement the Zoom teleconferencing platform (1100 Educator and 9 Webinar accounts) for all students, staff, and stakeholders to provide equitable access to teaching and learning and live, daily interaction as well as opportunities for parent engagement.	$58,000	Yes
The District will purchase instructional materials to support Visual and Performing Arts instruction for students from home.	$140,000	Yes
The District will purchase lost and unreturned textbooks due to COVID-19 to ensure all students have the textbooks they need at home during school closure.	$250,000	Yes
The District will provide all staff with functional technology to facilitate effective distance learning, including computers, webcams, hovercams, and voice amplification devices to facilitate live, daily instruction for all students.	$2,100,000	Yes
The District will provide hotspots for students who lack connectivity to facilitate engagement in distance and hybrid learning.	$215,000	Yes

Description	Total Funds	Contributing
Additional staffing (FTEs) to facilitate effective scheduling in a hybrid/distance learning model to ensure students have access to a full curriculum, including intervention courses, English language development courses, honors and AP courses.	$1,620,000	Yes
The District will maintain the School Loop communications platform to provide seamless and consistent communications with stakeholders.	$193,000	Yes
The District purchased 6,000 devices to ensure ongoing, sustainable accessibility to functional devices for students.	$2,040,000	Yes
Additional digital instructional resources will support students in a distance or hybrid learning environment. These resources provide students with the instructional resources necessary to access instruction. These resources include, but are not limited to, APEX, Edgenuity, TurnItIn, GALE resources, online ASL, Vocabulary.com and Membeam.	$500,000	Yes
Additional print and digital science instructional materials and resources provide students with NGSS-aligned texts, equipment, and digital resources to support high-quality science instruction.	$3,000,000	Yes
Technology platform to support facilitation of computer-based/CTE courses in distance learning to provide students with access to computer programs necessary to make progress toward course achieving course standards.	$500,000	Yes
Repair costs of devices include cracked screens and broken keyboards. Efficient repair time lines keep devices available for students and staff.	$25,000	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 District uses a variety of methods to identify and address learning loss, including centralized, site, and classroom data. Immediately following the spring semester, the District conducted analysis of grades, credits completed, students' on-track status, progress toward A-G completion, and freshmen credit completion. Evaluation of these data sets for English learners, foster youth, homeless students, and students with disabilities are conducted by EL, special education, outreach, and Alternative Instruction Division staff. The data was used to develop a summer school program to immediately address learning loss and/or credit deficiency so that students can remediate progress.

Examining several essential District indicators showed an increase in graduation rate from 89.9% to 90.9% and A-G completion from 67.8% to 72% for the Class of 2020. Meanwhile, 93% of freshmen, a 1% increase, completed their first year successfully by earning enough credits to remain on track for graduation. Freshmen benefited from summer school immediately following the spring semester to remediate credits.

The District implemented the following based on the data analysis:

- A full summer school program for all students who needed to remediate a low grade due to the progress they demonstrated in courses affected by COVID-19 in the spring. The District offered a full version of its summer school program in a distance learning setting. The program served over 5,200 students who completed over 8,200 classes successfully to address gaps and progress toward graduation resulting from learning loss during school closures, to accelerate progress in school, and/or for enrichment. Classes in English and mathematics were prioritized to address learning loss in those core content areas. Additionally, schools offered summer bridge programs focusing on English and math.

- The District will offer additional before and after school classes to allow students to retake courses to improve their mastery of content standards. Each site will be provided with the classes needed, facilitated by a credentialed teacher, using the Edgenuity and APEX platforms, with an emphasis on offering classes in English and mathematics.

- Virtual tutoring will be offered to students who need additional support, especially for students with special needs, like EL, foster youth, and low income, and teachers have been provided with additional time to consult and tutor students during daily office hours.

- Pupil outreach efforts described in another section of the LCP employ strategies to address attendance and participation concerns and to re-engage students in instruction to mitigate learning loss.

- Guidance and professional learning in assessment practices improve outcomes for students who experience learning loss. The District recommends that teachers reexamine assessment practices to ensure that teachers focus on formative assessments and feedback. The District studied Policy Analysis for California Education (PACE) which recommends that teachers: “Conduct regular

formative assessments and provide prompt feedback to students and families. Students need regular feedback to support their learning and to recognize and encourage engagement, particularly when in-person interaction is limited. In addition to measuring attendance in distance learning, educators must assess student learning frequently and through diverse approaches. Timely and regular feedback should be provided not only to students but also to families, who are critical partners in distance learning."

For resources on effective formative assessment practices, the District provides teachers with ample resources on the CJUHSD Instructional Development Website.

As teachers assign learning tasks, they will provide meaningful, informative feedback. Furthermore, the District promotes the CDE guidance specific to grading and reporting to ensure students have fair, equitable opportunities to demonstrate learning in non-traditional learning settings:

- Prioritize equity in grading practices.
- Consider the needs of all students, including those of English learners, homeless and foster youth, students with additional learning needs and supports, and those with differing home situations.
- Provide different methods and choices that allow students to demonstrate understanding of the prescribed learning outcomes and essential standards.
- Consider use of an alternative means of administering tests, projects, and other assessments; adaptations to assignments; revised weighting in individual teacher gradebooks; and prioritizing the assessment of student mastery of essential standards.
- Ensure that any changes to learning strategies or grading policies should, as appropriate, be done in conjunction with the student's Individualized Education Program (IEP) to ensure that the changes respond to their learning needs.

The District also recommended that teachers emphasize performance-based assessment options. The District's instructional coaching team supports teachers with professional learning and guidance in the area of assessment. This extensive focus on feedback enables teachers to hone in on skills potentially lost during school closure and use best practices to address and develop those skills. The approaches outlined above, while allowing for multiple opportunities to succeed, support students with unique needs, including English learners, foster youth, low income, and special education. The District will also use the interim assessment features provided in the SBAC testing system in English and math.

In mathematics, specifically, math departments focus on researched-based practices that have successfully been applied during other events that disrupted school for children. In mathematics, teachers will prioritize current content from the current year rather than spending weeks on review and focus on rigor. Teachers will work collaboratively to adjust scope and sequences as needed over time and implement teaching strategies that increase student engagement and flexibility. In this instance, depth is more important than pace.

Learning gaps and skill development will be spiraled within the context of current year's content and focus on learning that prioritizes the most important standards. Teachers will also ensure that all learners have access and support to achieve the curriculum. Throughout instruction, teachers will identify and address gaps in learning. Teachers will rely on frequent formative assessment to measure student growth and learning status. Best instructional practices include flipped instruction, using applications like Desmos to engage student thinking, and collaborative problem-solving facilitated in virtual breakout rooms. Finally, teachers will implement interim assessments in a virtual and remote environment to support ongoing progress monitoring of students' growth over the course of the year.

In English, specifically, English departments began planning for distance learning in the summer. Teams met across the District to plan for effective strategies to remediate students' learning loss as it pertained to the core curricular skills and content that would have been the foundation for the coming year. Teachers planned together on how best to implement texts, particularly diverse texts, that would help increase students' engagement and thus empower them to persevere through the curriculum. Teachers adapted course outlines to provide additional time to move through core units of instruction to accommodate learning needs students demonstrated in skill development. Teams collaborated around alternative means of assessment to more effectively address students' demonstration of learning in a distance learning environment, and additionally, teams collaborated around how to build inclusive and safe communities so that students felt welcome and ready to engage in their classroom communities. Throughout the year, teachers will rely on frequent means of formative assessment and utilize features within the technology which help foster student collaboration, including using breakout rooms in Zoom, promoting group work through Canvas and Google Classroom, promoting student presentations, fostering online discussion forums, developing their vocabulary skills, and remaining focused on the key standards outlined in the CA CCSS in ELA. Finally, teachers will implement the interim assessments in a virtual and remote environment to support ongoing progress monitoring of students' growth over the course of the year.

In English Language Development courses, students take a reading inventory to determine lexile levels, and staff use additional data to inform appropriate placement in ELD classes, which include Read 180 and Accelerated English. Throughout the year, EL teams, supported by a District director and instructional coaches, will monitor student progress and work collaboratively with site teams to implement appropriate interventions to support students.

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.]

Engagement and equitable access to instruction are crucial elements that can mitigate learning loss. Pupil outreach, pedagogy, and access to tools, technology, interventions, and instructional materials play a critical role in ensuring students are engaged to avoid learning loss. Certain student groups confront unique needs that require additional actions to address their learning needs.

The EL Advisory Team that consists of the categorical programs director, the EL and literacy instructional coach, site EL advisors, and language assessors will use various data points to monitor progress and identify potential learning loss. Prior to the closure, nearly 80% of ELs had completed the ELPAC, and those scores will indicate student proficiency in English as of last spring. To help improve EL literacy in English, enhanced digital access to Edge, the District's ELD adoption, will be provided. The Reading Inventory from the Read 180 program will also be administered at the beginning of the year to establish a baseline lexile level for students and to recognize learning gaps that can be addressed with instruction. In addition to these scores, EL advisors will use Spring 2020 grade and credit checks as a global indicator of which students may need additional support. First quarter grades and credits will be reviewed to see which students may need additional supports throughout the rest of the semester. Teachers will be provided an EL at a Glance document outlining specific needs of their EL students. ELs who have recently arrived are part of the District's Newcomer Program which is housed at the comprehensive high school that is adjacent to the District office. As a result of this, the students receive the benefits of staff members who are dedicated to making sure that

they establish a solid foundation as they begin their education in US schools and have access to key District personnel. The students receive not only their instruction in ELD, but also have the opportunity to take additional mainstream courses to enrich their education and prepare them for college. Additional supplemental materials include NewsELA, which provides scaffolded reading established by lexile levels that allows students to engage in the curriculum and improve reading fluency. Students also have access to online textbooks with embedded EL supports in English, ELD, and Spanish Speakers courses.

Similar to ELs, low income students also have unique needs that must be addressed at this time. To help meet the basic needs of these students, access to technology in the form of WiFi hot spots and/or devices to help them access digital platforms. These students are also enrolled in support classes with college mentors and AVID tutors. Supplemental materials are provided to enhance student learning school-wide. In addition to this, extended tutoring opportunities are available for students virtually with certificated teachers and support staff.

To support students with disabilities, the District focused on the development of a personal learning plan, an IEP or a 504 plan, that articulates the specific and appropriate accommodations or modifications that must be provided. Assistant principals of achievement and program advisors at every school work with teachers, counselors, and parents to ensure that students who have a 504 plan or IEP receive the accommodations they need to be successful. The Distance Learning Plans serve as a bridge for students and articulates how special services will be provided to each student while we are in the distance learning phase. A special education advisor, 504 advisor, and/or department chairperson works with District staff and parents to conduct individualized meetings to ensure that student needs are met. Instructional assistants and special education instructors remain embedded in classroom instruction partnering with general education teachers.

To support foster youth and students who are experiencing homelessness, the District Outreach Team provides specialized services for these students. Ensuring that these students have basic human needs -- food, personal necessities, human support -- is a starting point. An outreach consultant for homeless students and an outreach consultant for foster youth remain connected with students on their caseloads. They maintain frequent and regular communication via email and text messaging, but they also conduct home visits and meet students in public spaces such as libraries and parks. Emergency food, clothing, hygiene items, gasoline cards, and school supplies are provided whenever necessary. Pregnant and parenting teens receive similar services and also baby care/child care items and supplies when they are available. The outreach consultants team with other outreach staff and community volunteer to host food distributions every Friday morning where they partner with community organizations such as Feeding America and local churches to provide free, fresh food for needy families; they routinely feed 300-400 families every week. Group mentoring through telecommunications for foster youth and unaccompanied youth in a virtual setting enable all eligible students to participate every week regardless of what schools they attend and supports them with connections and resiliency skill-development needed.

In addition to the services outlined above, all students with unique needs will require interventions to maintain academic progress. These include access to instructors every day of the week during office hours where they can receive individualized instruction and support, including a 2nd period advisory teacher. All students will be provided with the technology they need to access instruction, including a device and hotspot, if necessary. Each site will develop a virtual tutoring service that will enable students to connect with a teacher or tutor virtually to receive individualized support. Teachers will continue to integrate support personnel into the classroom to the greatest extent, including instructional assistants, AVID tutors, EL college mentors, and one-to-one aides.

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.]

Close monitoring of student progress, mental health, and social emotional well-being is critical as students embark on distance learning to COVID-19 and face challenges unparalleled in modern US history.

School and District administrators, counselors, teachers, and support staff will monitor student progress by examining grades, credits earned toward graduation, credits earned each semester, progress toward A-G completion, engagement and disengagement rates, participation, survey data, feedback, and other indicators to measure effectiveness of the instructional program, services, and supports.

Specific to English learners, monitoring the English language development and appropriate grade-level progress of students will be paramount in determining if learning loss is affecting students. Reviewing and monitoring data and grades will help EL advisors and site administrators determine which students need additional support and resources. The ELD achievement team will meet quarterly to discuss progress and monitoring strategies to ensure that the needs of ELs are consistently met both at their sites and throughout the District. These team members advocate for their EL students and collaborate with teachers and staff throughout the District. During distance learning, the emphasis has been on increased formative assessment opportunities with interactive digital platforms. These teachers model and share effective SDAIE strategies and scaffolds that can be implemented school-wide by teachers in different subject areas. Members of this team presented some of these strategies and scaffolds in a Districtwide professional learning session. Grading policies have been adjusted to reflect the shift in formative assessment activities that distance learning has produced. To make sure that teachers know who their ELs are, EL advisors will send individual lists of English learners to each teacher. At the end of each grading period, queries will be run to identify ELs with Ds/Fs. The teachers of these students will receive EL student plans that contain their relevant data and additional classroom supports that can be implemented to help improve instruction and learning. All of this will be documented and then be searchable so that eventually all teachers will get the EL student plans for their students.

The progress of low income students is monitored in a school-wide approach since half of the District's schools serve populations of low income students that surpass 80 percent. Other schools have large populations of low income students ranging from 40 to over 60 percent. Overall, the majority of District students, over 60 percent, are low income. As such, a more holistic approach is implemented to support students. Starting with an assistant principal of achievement and counselors, low income students are closely monitored through tracking and analysis of grades and credits. Struggling students are identified and then matched with appropriate resources (e.g., referred to tutoring, matched with mentors, assigned to remediation opportunities, etc). The counselors of these students work to make sure that the appropriate interventions are provided and documented. Communication with the homes and families of low income students is ongoing in order to make sure that all needs--both academic and social emotional--are addressed. A strong emphasis of support is placed on the freshmen class to ensure their transition to high school is a smooth one.

Foster youth and unhoused students are provided with the same level of support enhanced by school and District staff that provide essential human services, counseling and mentoring, referrals to support programs, post-secondary guidance, and academic interventions.

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

Description	Total Funds	Contributing
The Read 180 program is a proven program that improves and supports literacy growth for students. This reading literacy program will be provided for students to assess and improve literacy levels. Students will receive appropriate grade level curriculum based on their reading inventory assessment.	$50,000	Yes
The EDGE Curriculum is a specific curriculum for ELD classes to address EL language development needs.	$35,000	Yes
Ellevation Monitoring Program is a software program will be used by staff to effectively monitor EL student progress and disseminate information to teachers, staff, and parents.	$20,350	Yes
EL Advisors will monitor EL students and ensure they have access to appropriate interventions. EL Advisors work with staff and families to provide interventions such as tutoring, boot camps for ELPAC, reclassification meetings and celebrations, staff development coordination with site an district.	$16,427	Yes
Language Assessors will identify and test EL students to ensure proper placement of students as they work toward proficiency and reclassification. LAs' support sites by interpreting, phone calls to families, test administrations, and facilitate placement to Newcomer Program.	$348,984	Yes
Professional development and resources will be provided for teachers in evidence-based strategies to support ELs. Professional development is structured around strategies which support ELs and. enhance teachers skills.	$17,000	Yes
EL intervention courses will be offered to support students achieve English language proficiency. Classes include, Read 180, Accelerated English, Spanish for Spanish Speakers, AVID, and ELD.	$778,913	Yes

Description	Total Funds	Contributing
Schools offered a Summer Bridge Program that focused on math, English and transitional skills for students entering high school.	$40,000	Yes
Virtual Tutoring for ELs will be provided for ELs in English, Math, Science, and Social Studies to support academic achievement and learning loss.	$75,000	Yes
Students were provided with immediate access to summer school classes to mitigate learning loss following the spring semester in 2020. *For students with disabilities, additional support staff such as instructional assistants and speech language pathologists, adaptive PE teachers, and nurses were provided to support student academic and developmental needs. A full summer school program was offered for students to address learning loss during school closure and as an intervention that allowed students to earn credits toward graduation and A-G completion.	$1,255,123	Yes
Before and after school classes will be offered to students to address learning loss and as an intervention that allows students to earn credits toward graduation and A-G completion.	$660,000	Yes
Virtual tutoring services (shifting to in-person when safe) will be provided for students throughout the year to address learning loss and to provide support for students as they make progress in their core classes. Targeted tutoring services will be provided for English learners, foster youth, homeless, students with disabilities, and low income students.	$250,000	Yes
Supplementary materials provide students with additional instruction and practice in math and English.	$175,000	Yes
AVID tutors integrate into distance learning settings to facilitate group tutorials and provide individualized support for students.	$175,000	Yes

Description	Total Funds	Contributing
College-aged mentors will provide instructional support for English learners at Title I schools in English, biology, and mathematics at the freshmen level.	$170,000	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.]

The District has implemented various steps and programs to monitor and support mental health and social and emotional well-being of pupils and staff during the school year.
The District has provided ongoing professional development and resources that support pupils and staff to address trauma and other impacts of COVID-19 on the school community. Supporting professional development and mental health and social-emotional learning (SEL) have been prioritized since COVID-19 has impacted schools.

The District has been providing SEL training to staff since 2018. Several hundred teachers have been trained in partnership with SEL Launchpad and Character Strong. Anticipating the need for intensive SEL implementation in 2020-2021, the District provided deeper training for teams of teachers at each site during the summer to prepare. These teams prepare site-based training at their schools to further support all teachers in the implementation of SEL. The District fully supports the integration of SEL instructional materials by providing resources for all of its schools. The District will provide additional virtual SEL trainings for all staff as the year progresses. These trainings will be conducted by fully-trained staff members and District partners and will include support for non-teaching staff like campus security officers and guidance staff.

The instructional schedules for both distance and hybrid learning include time for check-ins and SEL activities. Specifically, each Monday students check-in with their second period teachers for designated time for SEL activities and for students to connect with an "adult anchor" who can support students with questions and school-related needs. If a second period teacher discovers or suspects a student is confronting a challenge or barrier, like access to technology or a personal issue, the teacher can refer the students to the appropriate resource.

The District employs an expert, dedicated staff, including counselors, therapists, and psychologists, who provide mental health services for students and staff. While each of these groups of professionals plays a unique role in contributing to the fostering of a nurturing and caring learning environment, they all work collaboratively to provide additional professional learning opportunities for staff or to provide crisis intervention services as needed.

Each school is staffed with a dedicated team of counselors who works collaboratively and individually to support student and site needs. Each counselor is responsible for a group of individual students and works with those students using a counseling model based on the American School Counseling Association and focusing on three specific domains: academic, career, and personal/social emotional development. Counselors play an important liaison and connecting role as they frequently also work with teachers, administrators, and parents as well as with students. Counselors participate in unique professional learning opportunities specifically designed for counselors and they regularly collaborate with their colleagues at their school as well as with counselors from across the District to solve problems and share best practices.

Each school has a full-time psychologist and additional support from a second psychologist who work with students to provide multiple mental health supports. School psychologists specialize in testing and assessing students to determine the appropriate supports that will help them to meet their individual needs. While many of the face-to-face assessments cannot be provided by psychologists while we are engaged in a distance learning phase, psychologists are able to provide expert services by reviewing cumulative files, reports, other documentation pertaining to students' special needs as well as by working with parents and staff through telecommunications. They are able to provide additional support to the school guidance staff.

Therapists provide individual and group therapy using telecommunication tools such as Zoom and Doxy, a HIPPA compliant tool used to conduct tele-therapy. Therapists play an important role in the providing of mental health services in the District which employs four licensed psychotherapists, 12 Marriage and Family Therapy (MFT) Associates, and 12 MFT Trainees. All of these mental health professionals provide much-needed therapeutic services to students. Students who have required therapeutic needs included in their Individualized Educational Plans (IEPs) have regularly scheduled therapy sessions year-long. Students who do not have an IEP, but who may benefit from therapy, can be referred to an MFT by their counselor for regular sessions that typically last 8-10 weeks.

Although COVID-19 school closures interfere with in-person counseling, therapy, and other services, all mental health staff do provide telephone and virtual services. In addition, the District has taken greater care in updating the resources for students, parents, and staff on the District and school websites as well as on social media. Strong partnerships with San Bernardino County and community resources provide an additional layer of support for students and staff. For example, the District has a Mental Health Committee, comprised of representative mental health providers from every District school, who have been meeting at least monthly for the past four years to evaluate District mental health services, share best practices, and make recommendations for improvement of services. A Community Mental Health Task Force comprised of school leaders from each feeder-school district, mental health experts, faith-based leaders, as well as representatives from law enforcement and fire departments meet quarterly and serve to protect and care for the youth within our region. Strong partnerships with community agencies, such as South Coast Community Services and with the San Bernardino County Department of Behavioral Health provide for additional counseling and therapeutic services and products that benefit the school community.

During the 2019-2020 school year, over 500 staff members within the Chaffey Joint Union High School District received training and became certified as Youth Mental Health First Aiders, giving them the ability to identify teens who might be experiencing a mental health crisis and how to provide immediate intervention and help. The District remains committed to supporting continued professional learning opportunities for these staff members as well as reaching out to train additional staff. The District also commits to providing similar learning experiences for students as well as opportunities for parent education and training pertaining to mental health. The District understands that many students

experience trauma in their lives, and it will continue to provide trauma-informed training for staff in order to help meet the needs of the most vulnerable students.

The District also partners with Loma Linda University who provide Certified Health/Education Workers (CHEW) to support mental health support at two campuses, Chaffey and Montclair, this year. CHEWs interact with families to provide outreach and advocacy and connect them to community health agencies.

The District actively engages in public service campaigns to raise awareness about teen suicide and reduce stigma for those who are struggling with mental health issues. For example, each school in the District is creating awareness of these issues as September has been designated as Suicide Prevention and Awareness Month and Thursday, September 10th will be observing World Suicide Prevention Day. The Education Foundation for the Schools of the Chaffey District provides a suicide prevention/awareness wristband and emergency resource card for students and staff throughout the District in order to bring awareness to this issue that affects the community. Schools distribute cards and wristbands to all staff and to all students and parents who come to the school office, or to pick up textbooks, food, or other essentials. In the past, these items were distributed to all students on campus; however, due to COVID-19 and school closures, that effort is hindered.

Nevertheless, the District ensures that stakeholders have access to information necessary and to adults on each campus, like counselors and peer counseling staff. The District routinely promotes the 24-Hour National Suicide Prevention Lifeline, (800) 273-TALK and other community resources by disseminating information on social media, in home to school communications, and by keeping it updated on our website.

To support our staff, the District offers several programs that support staff mental health. The Employee Assistance Program (EAP) is a service that is free for all staff members. The EAP offers counseling, legal, and financial consultation for staff and their families. A guidance consultant matches those seeking support with a counselor who can help with the specific issues the individual needs help with. The EAP provides free short-term counseling or can refer to other service providers for more extensive care.

South Coast Community Services is a community partner with the District that provides free counseling and therapeutic support for students at all District schools. They can also provide free therapeutic services for anybody ages 16-59, including CJUHSD staff members, through their Community Wholeness and Enrichment program. They conduct a free screening and assessment to determine the appropriate services to be offered. They can provide free therapeutic services with clinicians on a short-term or long-term basis. They are now providing these services through tele-health/telecommunication but will provide face-to-face services in the future when social distancing guidelines allow.

On the District and school webpages is an updated list of resources that CJUHSD staff can also utilize. The District continually updates and adds to these resources regularly, and many of them are free or low-cost.

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.]

The District has developed and applies procedures to re-engage students when they are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week or if the student is determined to be at risk for learning loss.

Education Code Section 43504(f)(2) requires each District to develop written procedures for tiered reengagement strategies for all pupils who are absent. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connections to health and social services as necessary and, when feasible, transitioning the pupil to partial or full-time in-person instruction.

District officials, school administrators, teachers, and staff worked collectively to inform students and families about the return to compulsory education. Hold-harmless policies established in the spring of 2020 created challenges for all stakeholders in regard to engagement and return to school in the fall.

The District collaborated with site administrators to develop procedures for pupil engagement and outreach. The procedures include all of the following protocols:

- All teachers have clear instructions to ensure that they take accurate attendance. Teachers received guidance from the District office staff to record attendance correctly each day.
- Guidance offices work with the District office to verify student information for accuracy in the student information system Aeries.
- A designated, trained clerical staff member on each campus will run weekly reports that identify students who are not in attendance or engaged three or more times per week or 60% of time in a week.
- Each assistant principal of discipline develops a site-specific plan and works with support staff and teachers to engage in outreach.
- Meanwhile, the District's automated dialing system will continue to call home to notify parents if a student was not engaged in one or more class sessions each day.
- Guidance, support staff, and administrative staff will work to correct inaccurate primary contact numbers or addresses.
- Guidance, support staff, and administrative staff will support teachers by contacting students who are on the weekly absence/not engaged report.
- Initial calls will determine if students have any specific needs, such as access to technology or mental health and counseling services, to support reengagement in school.
- Second period anchor adults will also help by supporting students with SEL content and serving as an adult contact in the school. The anchor adults receive a report that shows students in their second period classes who have multiple absences in all courses. The anchor adult can support outreach by talking to the students, encouraging good attendance, goal setting, and calling homes.
- Language assessors and interpreters at Title 1 schools will support with calls for Spanish speakers or those who speak another language. LanguageLine is available to staff on each site to provide translation services.
- EL advisors will assist also with English learners who are absent and deploy the EL team in outreach and mentorship approaches.

- Case carriers/special education advisors will assist with students with disabilities and IEP/504 accommodations.
- Sites develop “contact teams” and mentors to assist with weekly student contacts of those on the weekly/not engaged report.
- Administrators will coordinate and support teachers, staff, and families as needed.
- Administrators will coordinate and support contacting of students who are on the weekly/not engaged report.
- Appropriate parent contact and documentation in the students' guidance and attendance records are noted.

Additionally, students' grades will be reviewed at intervals throughout the semester to monitor student progress. Students who have multiple Ds and/or Fs will be contacted to discuss with teachers, counselors, and/or administrators to determine supports and interventions appropriate to support academic improvement. School sites employ strategies to monitor progress toward completing A-G and progress toward earning credits to graduate on time. Freshmen progress is closely monitored to ensure that they receive the support necessary to complete freshmen year with 50 or more credits and no Ds or Fs. These metrics help identify students who are at risk of learning loss when grades indicate lack of progress and mastery of the prescribed curriculum. The District's Parent Advisory Committee prioritized support of freshmen in the LCP development process, and each school developed site-based strategies supported by District resources to ensure freshmen can be successful.

Each site's assistant principal of discipline develops a site plan for pupil outreach that includes all of the steps outlined above. The assistant principal of discipline assembles a team of staff members including guidance technicians, counselors, and other staff to initiate contact based on attendance reports developed by the Office of Assessment and Research and activated weekly by a designated clerical staff member at each site. The Office of Assessment and Research designed a weekly data report that outlines number of students absent, trends, and absences among unique need populations so that the District and site can monitor progress and trends. The assistant principal of discipline and counselors develop individualized intervention plans for students who struggle with attendance. The Office of Assessment and Research provides weekly data reports that report disengagement rates by student groups where disproportionality is evident, especially when students with disabilities, foster youth, or English learners show concerning engagement trends. In those instances, additional staff, including advisors and case carriers, can intervene and support students and teachers with reengagement strategies.

Finally, the Director of Child Welfare and Attendance, the Director of Campus Security Officers, and the District's Outreach Consultant formed a team to do home visits when students demonstrate chronic absenteeism with the goal of identifying the barriers students face and to find school and/or community resources and programs to support student reengagement in school.

School Nutrition

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

Since the District opened in complete distance learning to begin the 2020-2021 school year, the District continued to provide meal services for its students. The District began serving grab and go breakfasts and lunches available between 11:00 a.m. and 12:30 p.m. to families at all of its eight comprehensive high school sites. Food services employees prepare the meals daily according to all federal nutrition standards for school meals. Campus security officers are on sites each day to support a safe grab and go program. Protocols are in place to ensure that social distancing and safety measures are consistently observed, including all employees wearing masks and gloves. Meals are placed on tables at a convenient location on each site enabling families and students to safely walk or drive up, grab the number of meals they need, and leave. The grab and go meal program will continue when the District shifts to hybrid learning, and the District will provide protocols to serve meals safely on campus and to any students and families who remain on distance learning.

The District promotes the availability of grab and go meals on social media and through automated phone calls and other messaging platforms from the Superintendent and school principals.

During the initial round of school closure from March and through July 31, the District served 357,924 meals.

Additionally, the District outreach team provides food and/or food cards for foster youth and homeless students as needed, and the District partners with a non-profit and local church to provide fresh food boxes for families in the District. Each Friday, about 400 families benefit from this outreach.

When schools reopen in a hybrid model, each school will continue with free meal service for all students at least through December per the USDA waiver, eliminating exchange of money. At the time of this writing, the District planned to allow students to leave their classrooms to get their lunch. Numbers of students at lunch at one time will be reduced by 75 percent due to the structure of the hybrid schedule. Students will be served pre-packaged meals similar to the grab and go service to mitigate food lines and contact with surfaces.

Safety protocols will be in place which include social distanced and demarcated lines, multiple food service locations, signage and visual cues that direct students, ample adult supervision provided by campus officers, administrators, and other available non-classroom personnel, creating seating arrangement in cafeterias when practical and out of doors that facilitate social distancing.

Custodial staff will provide ongoing, enhanced sanitation during and between meal services.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	Invest in high-quality, high-interest, inclusive, representative, and anti-racist literature to engage students in classroom English instruction and independent reading.	$325,000	Yes
Stakeholder Engagement	Partner with the BLU Foundation and leverage other resources to expand African American Parent Advisory Committee (AAPAC) at Rancho Cucamonga High School and Los Osos High School and to advance the work at other District schools to support parents and increase student achievement and college readiness.	$200,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Develop virtual tutoring services and options for students to provide intervention.	$350,000	Yes
School Nutrition	Ensuring that qualifying students and families are provided with nutritious meals on a daily basis.	$5,863,181	Yes
Mental Health and Social and Emotional Well-Being	Students will need access to resources that support social-emotional well-being. The District is providing ongoing professional learning and curriculum to implement curriculum and SEL programs across the District.	$60,000	Yes
Mental Health and Social and Emotional Well-Being	The District is implementing mental health programs supported by professional development and trained staff to support students well being, including mental health first aid training and MFTs	$1,112,000	Yes

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	The District will provide additional outreach services for foster and homeless youth to support school connectedness, academic growth, mental health, and other personal needs.	$12,000	Yes
Mental Health and Social and Emotional Well-Being	The District partners with Loma Linda University to provide Community Health Educations Workers (CHEWs) to engage in community outreach with families and students and provide referrals to community resources. CHEWs are currently placed at two of the District's sites.	$83,000	Yes
Distance Learning Program (Continuity of Instruction)	The District will offer a virtual college fair in partnership with Rialto Unified School District to provide students with experiences that support college and career readiness.	$25,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
15.86%%	$34,598,705

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.]

Understanding that access to technology during COVID-19, especially for unduplicated students, would be critical in a return to distance and hybrid learning environments, the District prioritized the acquisition of technology and support platforms to ensure students had equitable access to instruction. The District rapidly shifted to a 1:1 device program, acquired hotspots, arranged a partnership with a non-profit that supports technology for all to close the digital divide, implemented Canvas and Zoom, and provided teachers with professional development to prepare to begin school on August 5 in distance learning.

Investments in technology, additional instructional materials, take-home supplies, meal services, interventions and support programs, and access to mental health services all are planned and principally directed with the needs of low-income, foster youth, and English learners in mind.

Specific to English learners, immediately following the closure last spring, the EL advisors and EL instructional coach developed a set of resources organized around the lens of ELs, their proficiency levels and language development needs. This was distributed through the ELD achievement team and posted on the District's Instruction website. Throughout the summer, the EL advisory team met several times to discuss the following questions: 1) How will EL progress be evaluated? 2) How will ELs be placed? 3) What Professional Learning will teachers need in the fall? 4) What challenges are expected for next year? These questions were the subject of extensive discussions and drove the EL support plan for the 2020-21 school year. The actions implemented as a result of these discussions and planning will be effective because they take into account a wide range of student data and variables, and they are flexible enough to allow for the ever-changing situations caused by the COVID-19 pandemic. The plans in place also keep the focus on our EL students who are an even more vulnerable population at this time.

The Assistant Superintendent of Alternative Instruction, working with a dedicated outreach team, planned enhanced services to support foster youth and homeless students as they confront even more complex challenges with school closures and COVID-19, two factors that impact students who rely on school as a safe haven. These include additional food services, access to clothing and personal supplies, guidance from an outreach consultant, and additional mentorship services.

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

The services outlined below are principally directed to unduplicated pupils with the intent to increase and/or improve support services for students in response to COVID-19.

Students can not gain equitable access to instruction without additional technology for all students, including devices, hotspots, digital platforms, curriculum, and tools. The District expects to spend a substantial sum on technology and platforms as the year progresses. This requires strategic implementation, professional learning for all stakeholders, including parents, and forethought about how instruction and

schooling may continue to be affected by COVID-19. The District continues to ensure there are no barriers that prevent students from accessing instruction.

Additional online and digital curriculum and content, including EDGE curriculum for English learners, digital textbooks, additional print texts for home, access to online resources, and SEL content and curriculum Districtwide assures low income, foster youth, homeless, and English learners have access to standards-based, grade-level appropriate instructional materials.

Summer school, before and after school classes and additional virtual tutoring programs will, and will continue to help, mitigate learning loss and ensure low income, foster youth, homeless, and English learners students remain on track for graduation and A-G completion. Tiered interventions will be managed and monitored by guidance staff, program directors, and administrators

Additional progress monitoring with District and site systems of analysis and intervention will track student engagement and address disengagement with consistent and ongoing one-to-one outreach from school sites to the homes of students who are not in regular attendance.

Professional development and parent engagement and education are essential to ensure teachers and parents can effectively support students in a distance or hybrid learning setting. Ongoing training will be provided throughout the year for all stakeholders provided by the District and individual school sites.

Safety protocols must be carefully planned and consistent applied to ensure that students and staff remain healthy and risk of contracting COVID-19 at a school site must remain low to avoid disruptive outbreaks.

The District's population of students qualifying for free and reduced meals grew to 62%. Families need access to nutritious meals daily, and each school site will provide grab and go services for breakfast and lunch. These services are supplemented by food services provided in partnership with local agencies to provide additional food opportunities for families in the community.

The District will provide expanded access to mentorship and mental health supports for foster youth and broadening support for English learners, foster youth, and low income freshmen students by providing them with mentors in freshmen English classes at Title I schools. Additionally, the AVID programs will implement AVID tutors in distance learning serving unduplicated pupils who make up 75% or more of all AVID students.

The District will provide fee reductions for AP tests for qualifying students, SAT prep materials, and a free PSAT simulation for all sophomores.

The District will provide access to psychological services by ensuring availability of school psychologists, MFTs, site counselors, and additional resources from local agencies.

The District recognizes that while these actions and expenditures are in place to serve unduplicated students, some services may, should the need arise, be utilized for students outside the unduplicated subgroups. While the majority of students served will be UPP students (62%), there
may be other students in need that the District does not want to overlook. By providing the services identified without limitations, CJUHSD will best serve all students, especially students who need the most
support to provide them equitable access and opportunity during the COVID-19 pandemic.