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.

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General Information

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

Colton Joint Unified School District (CJUSD) enjoys a diverse enrollment of over 21,500 students in a transitional kindergarten through 12th grade setting. Additional educational programs include preschool, Headstart, and Children's Center pre-kindergarten programs, as well as continuing educational opportunities beyond the 12th grade for qualified special education students and students approved for fifth year of high school attendance. The district continues to offer Adult Education classes which have been grant funded using AB 86.

The District serves a broad geographic area which includes the cities of Colton, Bloomington, and Grand Terrace, as well as portions of Fontana, Rialto, Loma Linda and San Bernardino. The district maintains 18 elementary schools (K-6), four middle schools (7-8), three comprehensive high schools (9-12), a continuation high school, and an alternative high school. Per the County Health Department's September 2020 report on COVID-19 cases within school district boundaries, CJUSD has the 2nd highest incidents of COVID-19 cases in San Bernardino County. As with most of California, the economy throughout the district has been affected by closures, loss of income for many of our families, and the added anxiety of the stay at home order. Families in the community have reported being impacted by the increased unemployment rates and lack of available work. The forced isolation has raised concerns about the socio-emotional and mental health of their students, increased stress and anxiety, as well as concern for learning loss and quality of education between distance learning and in-person learning. Parents have had to take on additional responsibilities and become much more involved in their students' education, especially for those with younger children. This has created some hardships for those living in either single parent homes, or those where both parents are in the workforce.

As of the reporting period, the District consists of 81.74% unduplicated pupils, which is composed of English Learners, Low Income and/or Foster Youth. This includes 84.4% socioeconomically disadvantaged, 22.3% English language learners, and 0.7% foster youth.

CJUSD's Learning Continuity and Attendance plan has been informed by the impact of COVID-19 across the district and community. With the closure of schools and the move to distance learning in the Spring, it became essential to support students and families affected by the economic downturn, loss of jobs, and school closures. This began with the distribution of chromebooks, hotspots, grab n' go meal pick-up, and the move to provide expanded educational options in the event in-person attendance was not able to resume in the fall. Parent, student, and staff responses to surveys provided data to support the expanded opportunities which include options for distance learning, hybrid, or facilitated online learning, as well as an increase in social and emotional support services for students and families. Families and staff

emphasized the need for increased technological support, electronic devices, and instructional software. Staff roles and responsibilities, as well as increased responsibilities for students and families to support learning are direct results of school closures last spring and the continuation of distance learning in 2020-21.

The impact of the COVID-19 epidemic has been felt across the district with the closing of schools on April 2, 2020 for the remainder of the 2019-2020 school year. CJUSD began to plan for the 2020-2021 school year in late May with the establishment of the Schools Reopening Task Force which involved subcommittees for Academics, Operations, Health, Welfare & Safety, and Human Resources. In June, a survey was sent to stakeholders (parents, teachers, students) to provide their comments and needs as we continued to plan over the summer. The subcommittees, made up of certificated and classified staff members across the district, worked to provide a clear direction for the opening of school for the 2020-2021 school year. After a board presentation on June 25, the recommendation was made to begin the year in distance learning transitioning to a hybrid model when safe to do so. This plan was adopted by the board at the July 16 board meeting.

Parent and Teacher Choice forms were sent out to parents and teachers, respectively, asking for their choice of instructional model for the 2020-2021 school year. The options were the following:

- **Pre-School-6th Grade:**
  - Full Time Distance Learning: This option was provided for those teachers and students who knew they would want to stay in Distance Learning for a minimum of a semester to the full year.
  - Hybrid 50/50 model: This option will begin in Distance Learning until it is deemed safe to return to school in a 50/50 model. Students participating in the Hybrid model will go to school 2-days a week with Group A students and then 2-days a week with Group B students. Distance Learning will continue on the days students are not physically in class.
- **Grades 7-12:**
  - Facilitated Online learning: This option was provided for students who wanted to stay online for the entire semester or year. Students will be placed with one teacher who facilitates and assists the student with completion of online classes in Odysseyware.
  - Hybrid 50/50 model: This option begins in Distance Learning until it is deemed safe to return to school in a 50/50 model where students would go to school 2-days a week with Group A students and then 2-days a week with Group B students. All students continue with distance learning when not physically in class.
- **Washington High School models:**
  - Home Choice: Available for parents who met the requirements for home-schooling their children in grades K-6.
  - Independent Study: Available for students in grade 7-12, Independent Study students will be provided regular district curriculum and will work with a teacher to complete their studies.

The Nutrition Services Department implemented a daily 'Grab n Go' meal service at nine locations from 11:00 am - 1:00 pm throughout the district. Each serving site is staffed with two teams, each team working alternating weeks. Each student is provided a breakfast and lunch meal each day.

In addition to providing the options listed above, CJUSD has moved to a completely 1 to 1 Chromebook distribution so all students have access to an electronic device, and distribution of hotspots to students in need of internet access so that ALL students have access to the curriculum. The district developed a comprehensive Centralized Communications plan which includes outreach to parents and the

community with constant communication from the district and school sites, parent WebEx workshops, as well as a specialized Distance Learning website with both academic and mental health resources available to support students, teachers, and parents.

Stakeholder Engagement

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

The overall stakeholder engagement process included all stakeholder groups through a variety of ways to provide information for developing the Learning Continuity Plan (LCP). This process included efforts to reach pupils, families, educators, and other stakeholders who do not have internet access through use of phone calls and use of Q Communique to send information to students to provide to parents. All documents sent out or posted online are translated into Spanish to support households who do not Speak English. LanguageLine is used to provide translations for those who speak a language other than English or Spanish. We have reached out to our community members who communicate using sign language and provide a sign language interpreter when requested for all parent meetings. We have translation services available in other languages where phone calls can be translated. All parent meetings are simultaneously translated into Spanish during the meeting or a separate Spanish language meeting is held based on technological capabilities of the District.

Stakeholder engagement was considered in all areas of the LCP before finalizing the plan. The Stakeholder Engagement processes began during the Spring Semester last year where input was obtained originally to support the Local Control and Accountability Plan (LCAP) with various student meetings, our various parent advisory groups, and our LCAP parent, writing, and steering committees. These groups provided input on this school year, district goals, and how funding would be spent, as well as input regarding our Distance Learning Program that began in the Spring. As we began preparations for the 2020-2021 school year, surveys were sent to Parents, Teachers, and Students evaluating the prior year's Distance Learning Program, areas for improvement, and needs for this school year. Overall, over 1600 parents, 1200 students, and 636 teachers provided feedback for our planning and information that is included and addressed in the LCP. The School's Reopening Task Force began meeting at the end of May and continued throughout the summer to prepare for the school year in areas of Academics, Operations, Health, Safety & Welfare, and Human Resources. Approximately 200 Elementary and Secondary teachers and administrators met during the summer to adjust curriculum maps and plans based on starting the year in distance learning and moving to a hybrid model when it is safe and appropriate to do so. Once board approval was provided for beginning the year in distance learning, various parent and teacher meetings were held to explain options for schooling for the year, and teachers began professional development workshops in different subjects to begin preparing for the school year to start.

As we prepared the LCP, we began to meet with our stakeholder groups to get feedback on the plan. Meetings for parents, students, community members, teachers, administration, and staff included the District English Language Advisory Committee (DELAC), the District Parent Advisory Committee (DPAC), and African American Parent Advisory Committee (AAPAC). Each of these groups provided specific feedback that was considered and entered into the plan which was then reviewed by the writing team. Some of the areas impacted by stakeholder groups include expanded electives for Facilitated Online Learning and an increase in hours for the meal pickup.

CJUSD also used their LCAP Committees in the same way to complete the LCP. The LCP plan was reviewed and feedback provided from the LCAP Parent Committee, LCAP Steering Committee, and LCAP Writing Committee. The LCAP Parent Committee is made up of parents, students, and community members and meetings sometimes includes board members as they are open to the public. The LCAP Steering and Writing Committees are made up of all stakeholder groups including teachers, administrators, staff, district office leaders and personnel, teacher and staff union representation, and parents. These committees reviewed the LCP and made suggestions and recommendations for

changes that were incorporated into the LCP as listed in the sections for the summary of feedback and aspects influenced by stakeholder feedback below.

Additionally, the District has embarked on the District System Design Partnership (DSDP) with the National Center on Education and the Economy which uses a research-based program of inquiry, learning, and development to build the capacity of the district's leadership team and supports the team as it develops a new design for the district. That design will focus on creating a set of systems and supports that result in a professional culture of continuous improvement among the instructional staff that will lead to both excellence and equity in student achievement outcomes. This process was begun in January and will take approximately one year to complete. We began the process with two in-person meetings per month and have transitioned into online meetings three to four times a month to work through this process. Stakeholder groups including teachers, counselors, parents, community leaders, site administration, site staff, district administration, district staff, and board members. This work will include a new vision for the district.

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

In addition to a social media push (facebook, twitter, CJUSD app), Board Meeting Agendas are posted in both English and Spanish 72 hours in advance both at the district office and on the homepage of the district's website. Members of the public are provided several options to participate in board meetings. A call in number with an access code is specified on the agenda, as well as the WebEx link which directs members of the community to the virtual meeting. Additionally, board meetings can be live streamed using the YouTube Live link also provided on the website home page. Public comments are emailed to the board's executive assistant by 3:30 pm the day of the board meeting. Public comments are provided to the board and read out during the public comment portion of the agenda. Any public comments received after the deadline will be read out at the next regularly scheduled board meeting. Public comments are included in the published meeting minutes. Furthermore, a Spanish translator is provided at all board meetings and a sign language interpreter participates at board meetings to assist parents who may be hearing-impaired. Upon request, primary language written notifications are provided. The same practices apply to all public hearings that the district may have.

The LCP was presented for review and comment by members of the public on September 17, 2020 at a regularly scheduled board meeting. The agenda and public hearing was posted at the district office and posted on the district website on September 14, 72 hours in advance of the meeting. In addition, the LCP was adopted at a special board meeting on September 24, 2020 while posting the agenda 72 hours in advance at the district office and on the district website. The postings at the district office are also provided in Spanish.

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

In anticipation of the three-year rewrite, both the Steering and LCAP PAC committees expressed a desire to see the goals streamlined and actions/services presented clearly. This led to the development of Broad Goals for the upcoming year instead of a goal per state priority. LCAP PAC members, particularly, felt the Broad Goals would be easier to understand and provide less duplication, since many state priorities overlap. These discussions led to the development of four goals written by the Writing committee and approved by both the Steering and Parent committees. These goals include: Equity, Wellness, Family & Community Engagement, and Student Achievement.

Student Surveys and Forums
Students feedback included information from LCAP Student Surveys, Student Forum Meetings, and Distance Learning Student Surveys. Results of these surveys and meetings showed students would like to see enhanced electives that include life skills courses and culturally

relevant electives that reflect the diversity of all of our student groups. Although many students participated in various pathways, honors/advanced placement classes or were on track for a-g completion, many felt that school could prepare them better for their future. When in school, students felt school culture and cleanliness of the schools could be improved upon. Distance learning survey results for over 1200 students showed students struggling to complete assignments, stay connected to school, their friends and teachers, and the need for support for the social emotional struggles some students are having as a result of the effects of the COVID-19 pandemic on their families. When asked about returning to school, 55% of students completing surveys responded wanting to return full-time, 28% to continue in school part time and distance learning part time, and 11% wanted to stay in distance learning full time.

Parent Surveys and Committees

Parent feedback included information from LCAP Parent Surveys, the various Parent Committees, and the Distance Learning Parent Survey which were translated and/or sent out in both English and Spanish. Results of the LCAP Parent Surveys showed an increase of approval by parents who feel they are well informed by their child's school, are involved in the decision-making process (a 5% increase over 2018 for both), and are able to communicate with teachers or staff (73%). Staff and parents feel the district needs more after-school activities for special student populations (special education, English learners, and foster youth). Most survey respondents (88%) felt schools support students' academic achievement and 72%-80% believe they are supporting special education, English learners, and foster youth populations. Unfortunately, only 50% of parent responses indicate they understand the social-emotional support available to students. Our various parent meeting attendees expressed similar items as the survey to support our students and played a part in evaluating and determining the district goals moving forward. The CJUSD District English Learner Advisory Committee parent group conducted a needs assessment and presented to the Board of Education where they expressed instructional recommendations including the following: establishing or revising some district level policies and systems to meet the needs of EL students, providing all teachers strategies that reach and are appropriate to all EL students, and confirmation of these strategies present in lessons across content areas, classroom visits providing feedback on EL instruction, assuring designated supports for EL students are present, and offering parent workshops that give parents practical ways to support learning at home and at school. In addition, 21st Century recommendations were made that included: Expanding the Dual Immersion program, equipping dual immersion students with bilingual skills, increasing the number of students who receive the State Seal of Bi-literacy, continued enhancement of integrated pathways at high school, providing pathway options at middle schools and exposure of pathways at the elementary level.

Distance Learning Survey results for over 1600 parents showed similar responses as the student survey with regard to lack of motivation for students to complete assignments (55%) staying connected to school and friends (53%), and that many parents were not aware of student social emotional supports available and their children were struggling with the issues brought about by the COVID-19 pandemic. Other results showed 80% of parents felt that distance learning in the 4th quarter of 2019-2020 was successful, approximately half of parents participated in the weekly parent workshops that were held, and most parents felt the district had done a good job keeping parents informed about distance learning. When asked about returning their children to school, 40% of parents want their student to return to school full time, 30% part time in school and part time distance learning, and 20% want to continue with full time distance learning.

Teacher and Staff Surveys

Teacher and Staff feedback included information from LCAP Teacher/Staff Surveys, the various Committees teachers/staff participate on, and the Distance Learning Teacher/staff Survey. Results of the LCAP Teacher/Staff Survey included: staff believe schools are supporting student academic achievement and supporting special education, English learners, and foster youth populations while there was a decrease from 2018 in the number of staff that believe students respect each other and their teachers, and only 29% of staff agree that bullying is not a problem at their school.

Teachers/staff are an integral part of our various LCAP committees and attendees expressed and played a part in evaluating and determining the district goals moving forward. They participated in researching and writing the new 3-year LCAP that was completed throughout the year, before being put on hold by the State. As the LCAP committees write, provide feedback, and finalize the LCP, teacher and staff input is an integral part of the process.

Distance Learning Survey results for over 600 Teachers provided information on the increased amount of work placed on teachers during the Spring having to abruptly learn a new way of teaching in distance learning, their struggles to maintain successful teaching amidst supporting their own families and trying to support their students as well during this pandemic. Overall, 73% of teachers who completed the survey agreed or strongly agreed that their professional development needs were supported by the district during distance learning, 82% of teachers participated in professional development offered by the district, 83% of teachers scored a 5 or higher when asked if they thought they were successful with distance learning. When asked about teachers and students returning to school this year 35% wanted to return to school full time, 33% wanted to return to school part time and conduct distance learning part time, and 16% wanted to continue with full time distance learning.

In August, the district met with the Steering, Writing, and Parent groups (AAPAC, DELAC, DPAC, and LCAP PAC) to review and provide input on the Learning Continuity Plan. Stakeholders provided important information about how they're feeling during this time and how distance learning is progressing in their households.

LCP Committees
After completing a draft of the LCP based on all the feedback received to date, the sections of the draft were presented to all our LCAP stakeholder committees which are now serving as our LCP committees. The LCAP Steering and Writing committees reviewed the document to provide specific feedback and areas where more information was needed. In accordance with SB-98, presentations were made to the DELAC (District English Learner Advisory Committee), DPAC (District Parent Advisory Committee), AAPAC (African American Parent Advisory Committee) and the LCAP Parent Committee. Specific questions were asked to provide additional feedback and ideas to support the completion of the LCP and additional supports added. The feedback from these meetings also provided the specifics on the impact of the COVID-19 pandemic on the community, including the economic hardships, and social and emotional concerns that seem to be increasing the longer students and families are isolated and not in school. Questions and responses from the parent meetings are posted on the district website.

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

Feedback was solicited via survey, as well as during various meetings (described above). Committee meetings, including parent meetings, were held virtually and provided a review of sections within the LCP with corresponding actions and anticipated expenses. Participants' feedback was accomplished using a Google Doc in the LCAP Steering and Writing committees and by an interactive question and answer period for parents during LCAP PAC, AAPAC, DPAC, and DELAC meetings. Parents were also given the opportunity to respond after the meeting by completing a questionnaire or emailing responses to lcap_info@cjusd.net.

The feedback from the LCP meetings, as well as that from the survey's and previous year's meetings, provided the specifics on the impact of the COVID-19 pandemic on the community, including the economic hardships and social and emotional concerns that seem to be increasing the longer students and families are isolated and not in school, as described under General Information, Section 1. This has influenced the Mental Health and Social & Emotional Health planning that the district is now providing including increasing the number of Mental Health Interns, the purchase of Social and Emotional Health Curriculum to support counselors and teachers, the start-up of the two high school

Wellness Centers that are being piloted in the district this year, the ability to provide evening social and emotional support from counselors or interns, and the increased need to make the community aware of the support provided within the district and community (included in Section 4, Mental Health & Social and Emotional Well Being.

The concerns from parents, teachers, administrators, and students with regard to learning loss has influenced the use of the beginning of the school year diagnostic assessments in English Language Arts, Math, and English Language Development. Many stakeholders mentioned the need for additional academic support and tutoring which was the inspiration for focusing our Think Together staff on academic support for our elementary and middle school students, as well as the CJUSD Homework Hotline that runs Monday through Thursday afternoon and evenings, the Saturday tutoring, and support for our Facilitated Online Learning students to successfully navigate their online program and provide academic assistance. Specifics on these programs can be found under Pupil Learning Loss Strategies, Section 3. Although these offerings will be provided to all students, they came from first thinking of the support needed by our unduplicated students.

Due to concerns in some areas about connectivity and concerns with households that have multiple students online and working at a given time (Access to Devices and Connectivity, Section 3), we have provided all students with a Chromebook and a hotspot. We have provided additional hotspots to those families where connectivity is an issue due to multiple students on the internet. In addition, we have equipped our four middle schools with parking lot Wi-Fi, and are working on one elementary school that is in a canyon with internet access issues. We will continue to look for additional ways to support the students with connectivity issues, we are currently investigating the possibility of providing bus Wi-Fi in certain areas where there are concerns.

Nutrition Services applied for and received a Community Eligibility Provision (CEP) grant so that all students receive free meals throughout the district. In addition, we have been given the okay to continue our Summer Feeding Program which allows us to feed all children who come to the schools. Nutrition Services have now extended their hours for providing meals to students an additional 4 hours per day which has resulted in double the meals being served. Finally, Nutrition Services is looking at ways to provide multiple-day meals and more points of access for meal pick up. These stakeholder suggestions/requests are part of the School Nutrition section.

Schools will be providing enrichment to support students social and emotional health and interaction with each other online by using online clubs, arts, band, and other activities to provide fun, socialization, and keep students engaged in the educational program. Each site is developing their own plans to provide these options for students.

Parents continue to ask for more support through different workshops to help them support their teachers and students' work. Language Support Services, which houses our Parent Engagement Program, provided several workshops for parents as we transitioned to distance learning last year. Workshops provided since the beginning of the school year include navigating the website, parent portal, Q Communications, and training in iReady in support of our parents providing assistance to students on their diagnostic assessments. Additional workshops will be scheduled throughout the school year.

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.]

Due to concerns regarding COVID-19 and guidance from the San Bernardino County Public Health Department, CJUSD began the 2020-2021 school year in Distance Learning. The plan is to transition to Hybrid Learning when it is safe for students to physically return to school. In accordance with SB 98, Assembly Bill 77 and guidance from the California Department of Education and the California Department of Public Health, various precautions will be taken to ensure student and staff safety upon physically returning to school. Social distancing protocols will be followed which will limit the number of students on campus at one time. In CJUSD's Hybrid Learning Plan, 50% of students (Cohort A) will physically attend school 2-days a week (ex. Mon/Tues) while the other 50% of students (Cohort B) are participating in Distance Learning at home. Wednesday all students will participate in Distance Learning while classrooms are thoroughly cleaned and sanitized. On Thursday and Friday Cohort B will physically attend school while the Cohort A students participate in Distance Learning.

While a teacher-student-family partnership is an essential component of a successful TK-12 distance learning experience, the school is responsible for delivering high quality educational opportunities for students. Students will engage in online learning provided by teachers who develop digital platforms and a variety of modes of communication for teaching and learning. Students will be given the opportunity to be a part of a classroom, engage with peers, be accountable for learning, receive targeted and intensive support when they struggle with learning, and be acknowledged and celebrated when they accomplish growth and mastery in learning. This model will allow for smooth transitions between distance learning, hybrid learning, and full return to school depending on the increase or decrease of COVID-19 cases, as well as the direction/guidance from the Governor and/or the Department of Public Health.

In addition, data shows that students are experiencing social and emotional health concerns. CJUSD has developed an extensive level of tiered supports for our students that are outlined in the LCP in Section 4 on Mental Health and Social and Emotional Well-Being. These considerations are available to students in all instructional models, as well as in lessons teachers provide which are specifically designed for social and emotional learning, and counseling support where needed on site.

CJUSD's hybrid instructional schedule model includes plans and protocols to ensure the safety of students and staff and are consistent with State and Local health guidelines. These plans and protocols may change as we move closer to returning to school sites as State and Local guidance changes and as plans are negotiated through collective bargaining.

Considerations for campus access and entry point guidelines include:

- Close waiting room areas or lobbies
- Install COVID-19 screening station required before entry – this includes temperature check and mask distribution, anyone with a temperature above 100.4 degrees will not be allowed to enter
- Staff/faculty/students/visitors must be six feet apart
- Separate entrance points and exits must be demonstrated
- Plexiglas partitions can be used in confined spaces where six-feet distancing and/or directional facing cannot be accomplished

- Signage and/or physical barriers to indicate off-limits areas must be posted
- Limit number of people granted entry at a single time
- Install markers on ground six-feet apart for entry/screening area line

Hygiene Practices for all stakeholder include:

- Hygiene: Videos about hand washing, social distancing, and infection control practices should be shown during class.
- Post visible signage with the reminders about hand washing “frequently and after transitions” as a constant reminder. Include time for frequent
- Hand washing within classroom schedules.

The wearing of protective equipment must adhered to for all who enter campus on a daily basis including:

- Masks/Face Coverings: Staff and students will wear cloth face coverings according to CDC, State, and DPH guidelines. Masks will be provided for anyone at the point of entry who does not have one.
- Alternatives to cloth face coverings such as face shields will be utilized by staff interacting with special populations that require the ability to read facial expressions and facilitate comfort.
- Face Shields and masks, if re-usable, will require guidance about how many times they can be reused and how often they should be disinfected.
- Other PPE: Provide face shields and/or portable Plexiglas barriers for teachers/staff/ and students who have difficulty with masks.
- Gloves should be required when using common equipment and/or materials.
- Hand sanitizer should be available within each classroom and office for frequent use.
- Classroom soap and paper towels must be fully stocked with back up supplies so that soap/sanitizer available for handwashing is consistently available throughout each day. Soap dispensers should be within children’s reach.
- If hand sanitizer in each room is not possible, a process for washing hands prior to entering should be in place. This can be achieved by scheduled restroom visits or portable sinks in designated areas if the classroom does not have a sink. Hand sanitizer should be an alternative to handwashing for children who are unable to wash their hands.
- Students must have access to a bag (such as a ziploc bag) or case of sufficient size to store their individual PPE, and a storage procedure (where, how) must be clearly communicated. Lost, damaged or stolen PPE must be replaced as soon as reported. An inventory must be maintained within the warehouse where sites/depts. can order as needed.
- Protocols and guidelines must be communicated regarding severe inclement weather and poison control (sanitizer/chemicals accidental ingestion or exposure)

Physical distancing guidelines have been established and put in place to support access to classrooms, administrative buildings, cafeterias/multipurpose rooms, gyms, libraries and restrooms. These Guidelines include:

Classroom Guidelines:

- The preferred maximum number of seats in the classroom is 16, unless otherwise approved.
- Students must be seated six feet apart
- Seating must be arranged so that students are facing in the same direction
- Signage and/or physical barriers to indicate off-limits areas must be posted
- Plexiglas partitions can be used in confined spaces where six-feet distancing and/or directional facing cannot be accomplished
- Student belonging should be stored in personal-use cubbies or tubs
- Classrooms should be set up to limit movement throughout the room

Administration Building Guidelines (conference room, counseling spaces, office space, nurse's station, staff lounge):

- Staff/faculty/students/visitors must be six feet apart
- Plexiglas partitions can be used in confined spaces where six-feet distancing and/or directional facing cannot be accomplished
- Signage and/or physical barriers to indicate off-limits areas must be posted
- Implement a designated entrance point and a separate exit
- Staff belongings must be stored in personal offices, personal-uses cubbies or tubs
- Offices should be set up to limit movement throughout the room
- Stagger entry to limit number of people in the room at one time
- All administrative spaces (with the exception of the nurse's station) are open for use by appointment only to reduce congregation and waiting lines.

Cafeteria/Multi-purpose Room Guidelines

- Students must be seated six feet apart
- Signage and/or physical barriers to indicate off-limits areas must be posted
- Areas to be set up to limit movement throughout the room
- Plexiglas partitions can be used in confined spaces where six-feet distancing and/or directional facing cannot be accomplished
- Separate entrance points and exits must be demonstrated
- Stagger entry/meal times to limit number of people in the room at one time

Gym Guidelines

- Students must be seated six feet apart
- Signage and/or physical barriers to indicate off-limits areas must be posted
- Areas to be set up to limit movement throughout the room
- Separate entrance points and exits must be demonstrated
- Stagger entry to limit number of people in the room at one time
- Bleachers are to remain in the closed position

Library (no seating allowed)

- Stagger entry to limit number of people in the library at one time
- Signage and/or physical barriers to indicate off-limits areas must be posted
- Students must be spaced six feet apart
- Areas to be set up to limit movement throughout the room
- Plexiglas partitions can be used in confined spaces where six-feet distancing and/or directional facing cannot be accomplished
- Separate entrance points and exits must be demonstrated

Restroom Guidelines

- Stagger entry to limit number of people in the bathroom at one time
- Signage and/or physical barriers to indicate off-limits areas must be posted
- Areas to be set up to limit movement throughout the room
- Limit use of every other sink and water closet

Cleaning and disinfecting of school facilities and vehicles will be done on a consistent basis and include the following:

- Daily Cleaning Routines: Following CDC guidelines, a daily disinfecting and cleaning schedule will be in place for regular and frequent cleaning of common touch points (e.g., desks, doorknobs, faucets, flush handles, etc.) based on clearly articulated standards of cleanliness, with a system for verifying sanitized areas though cleaning logs and designated area markings.
- Continue the same protocols for centralized custodial staff, marking off disinfected areas and completing daily cleaning schedules and checklists.
- All staff to assist custodians in cleaning or disinfecting items between areas

CJUSD opened the school year completing diagnostic tests in English Language Arts in Elementary through the use of iReady diagnostic assessments, use of DIBELS assessments, and some common formative assessments. Secondary students were provided initial diagnostics in Mathematics using the ALEKS program and in English Language Arts using Reading Inventory and a common writing assessment.

Elementary Assessment schedules were developed in English Language Arts and Mathematics to be taken throughout the year to provide analysis and support for students who have learning loss from either the prior or this school year. At the Secondary levels in the areas of Math, English Language Arts, Science, and History/Social Science, assessment calendars were developed to provide students with common assessments to address student needs with a focus on the implementation of the distance/online learning practices and intervention strategies to accelerate learning for students.

English learner (EL) students will be provided instruction and support according to the learning schedule outlined above from both our elementary and secondary departments. English learners will be provided both designated and integrated ELD during our live daily interactions. The district was able to administer the ELPAC summative test to slightly over 50% of our EL students. Scores were received in late July which allowed the use of this data to assist with student placement and determination of appropriate support in all instructional settings. Formative assessments will also be administered at the beginning of the year, as well as throughout the semester, to diagnose current student's linguistic development to better provide strategic instructional scaffolds and supports for our English learners. Additional assessments, such as DIBELS, iReady, IDEL, will be utilized to diagnose and monitor academic progress as well as identify any learning loss that may have occurred. Additionally, ELs will be administered the district benchmark assessments in addition to the above mentioned diagnostic test, as part of their ongoing monitoring of both linguistics and academic progress.

Students with special education services will be provided instruction and support according to the learning schedule listed above. Additionally, during Distance Learning and hybrid in-person instruction, each student with an IEP will be provided the FAPE and special education services as delineated in their most current Individualized Education Plan (IEP), to the greatest extent possible and feasible. These services will be provided through a remote format while the district is on full Distance Learning and a combination of in-person instruction/support and remote services in a Hybrid model.

Special education teachers and related service providers will collect the most current data using tools such as iReady, DIBELS, ALEKs, district developed diagnostic tests, formative assessments, observation and goal tracking, to identify the needs of each student in order to develop an IEP and to determine any remedies needed for learning loss. The determination of learning loss and the remedy, will be determined individually for each student at their annual IEP meeting or amendment if necessary.

Special education students have access to a variety of behavior and mental health services provided to all students within the Colton Joint Unified School District in addition to Educationally Related Mental Health Services (ERMHS) through an IEP if needed and determined by an IEP team.

CJUSD's classroom based instructional models will include plans and protocols that are in development and subject to negotiation within our bargaining units with regard to protecting the health and safety of all employees, students, and community members.

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

Description	Total Funds	Contributing
Providing PPE (CARES Act) Geared toward out socio-economically disadvantaged students, supplies for hybrid learning & safe return to the classroom. This action is not currently in the budget but will be included with the First Interim Report.	$46,816.56	Y
Classroom/school cleaning (hazard pay, benefits, and supplies) (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$1,000,000.00	N

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.]

CJUSD will provide continuity of instruction and learning to ensure that pupils have access to a full board adopted curriculum of substantially similar quality regardless of the method of delivery which will include live synchronous instruction on a daily basis whether in-person, distance learning, or hybrid models.

At the elementary level, a planning committee consisting of more than 100 teachers, counselors, support staff, and administrators was assembled to design and develop a rigorous distance learning plan. The committee members met in grade-level teams to identify focus standards, Instructional design, and assessments. The teams focused on formative assessment to ensure teachers are reviewing student success on an ongoing basis. The design includes both synchronous and asynchronous lessons delivery as well as small group instruction to meet the needs of identified sub groups. The teams also identified diagnostic tests that will be administered to students to clearly illustrate learning loss and design instruction accordingly.

Students and teachers have access to all the board adopted curriculum digitally. Chromebooks and hotspots have been distributed to students in need and are available to all students. Additionally, hard copies of different textbooks and workbooks were also distributed to students. Primary (K-2) teachers will use Seesaw and Grades 3-12 teachers will use Google classroom to deliver and manage their instruction. During distance learning students will interact with teachers via WebEx and other district approved tools. In addition to delivering live instruction to the whole class, teachers will meet Live with students in small groups and hold office hours to answer questions. As students move to Hybrid Learning, teachers will continue using the Seesaw/Google platform. Students will receive direct support when they are present in school.

The district will ensure consistency among teachers in the delivery of instruction through providing all teachers the same approved academic and technology resources available to all, through use of professional development and professional learning options and by site and district teachers and administrators being present in the classrooms through processes developed to provide feedback and support for teachers and students.

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.]

CJUSD's intent to prepare all students to experience technology as an educational tool to access, create and demonstrate learning began with the Future Ready District Pledge in 2014. Schools and District technology plans were the roadmap as we worked each year to increase the student to device ratio, develop our Ed Tech team and provide opportunities for professional development with technology.

CJUSD's technology plan moved to the forefront of learning upon school closure on March 13th. While our schools closed for Spring Break, district staff began the work and planning necessary to move the District to support high quality distance learning opportunities for our students with 1:1 device access for all students. Chromebook carts across the district were dismantled, cleaned and prepared to provide a Chromebook to students in need of a device preschool to 12th grade. Hotspots were ordered and available for student internet access as needed. Additionally, all teachers and staff were provided with a laptop as needed, and we provided funds to support internet access at home as noted in bargaining unit agreements.

By the end of Spring Break, CJUSD was prepared to meet the technology needs for every CJUSD student with devices, and hotspots as needed. The IT Helpdesk was made available to students and staff, and an extensive website was premiered to support students, parents, and staff access, as well as the tools needed for Distance Learning.

Distance Learning Information and device distribution schedules were posted on district and school websites, as well as social media. Virtual Parent Meetings provided in-person parent support and Q-Communication, our district messaging platform, provided phone calls and text messaging to all families. While distance learning packets were distributed to students on March 30th, instructional staff participated in Distance Learning professional development, and school site communication teams began to individually contact student families to assess technology needs. Chromebook distribution began on March 31 and by April 14th more than 15,000 Chromebooks and 1,000 hotspots were distributed to students preschool through 12th grade. Students across the District had access and connectivity and our high quality distance learning instructional program was fully operational.

The final months of the 2019-2020 school year were filled with learning as we developed methods and procedures to reach out to students and families who were unable to access devices and/or connectivity. We provided schools, teachers and staff Google Voice accounts to ensure they were able to make and receive phone calls from a remote location.

CJUSD continued to post updates to websites and social media, as well as voice and text messages through Q-Communication to inform, involve and update students and parents. We continued efforts to provide accessibility and connectivity by scheduling times at every school site for students and families to exchange and or check-out devices and hotspots, as needed, throughout the remainder of the school year. We continued to support Chromebook exchange at High Schools during the summer school session. Students kept Chromebooks and hotspots checked-out to them through the summer and they were encouraged to participate in self-guided summer learning as posted on our websites.

Parent, student, and staff end-of-year surveys and inventory reports, as well as age and usage reports provided needs assessment information. Parking lot Wi-Fi access was installed at four middle schools during the summer and an additional elementary campus will soon be added to provide students increased access to the internet. Additional hotspots, Chromebook, and laptops have been ordered as needed to support students and staff with Distance Learning. Each site contacted students to find technological needs and have provided that information to the district to either purchase more technology devices, move them from site to site, or supply devices to match their needs.

As we opened the 20-21 school year with distance learning, we continued District-wide and individual outreach, with an emphasis on students and families with unique circumstances, to ensure access to devices and connectivity for all students. Each site contacted students to ascertain technological needs. This information was then transmitted to the district to either purchase more technology devices, move them from site to site, or supply devices to match their needs. During the month of September, we double our hotspot capacity to provide more devices for students without internet access, bandwidth issues, or multiple persons living in one residence who need access to the internet or multiple Chromebooks at the same time. We are in the process of adding parking lot Wi-Fi at Reche Canyon Elementary due to connectivity issues in the canyon. As we continue to move forward and throughout the school year, student engagement and attendance records, as well as each school's individual outreach, continues as we seek to make connections and meet the needs of students, parents, staff, and the community.

We have continued with our IT Help Desk that can be accessed through phone or email to provide technical support to students and families as concerns or problems arise with their technology and all sites have a process for technology replacement.

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.]

CJUSD will be using the Grade Book feature within Aequitas- Q, our student information system, to complete a weekly engagement record for each pupil. Teachers will document daily synchronous and asynchronous instructional minutes, track assignments, and track pupil participation within Q Grade Book. We have developed a naming convention for all Q Gradebook entries. Teachers will list their daily synchronous and asynchronous instructional minutes with the number of minutes listed followed by a hyphen and then by a capital S (to denote synchronous instruction) or A (to denote asynchronous instruction as well as a description of the instruction. Ex. 60-S-Live Instruction would translate to 60 minutes of live synchronous instruction. Teachers will also include a summary of the assignments or assessments given during either synchronous or asynchronous instruction (if any). The time value of synchronous and/or asynchronous assignments will be determined by each teacher. Teachers will also mark whether or not each pupil participated in each day’s synchronous or asynchronous instruction. A weekly engagement record will then be extracted from Q Grade Book for each pupil. These engagement records may be used in conjunction with other artifacts and information from the teacher(s) for pupil progress monitoring. A weekly report will also be extracted from Q Grade Book for each teacher (and for each class) listing the synchronous and asynchronous instructional minutes offered by each teacher for each week. Teachers will then certify the weekly instructional minutes report.

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.]

At the elementary level, teachers will have technology support available on a variety of platforms to help them with Distance Learning. Some basic resources for Distance Learning and managing online instruction will be available through the CJUSD website. A more comprehensive and wide array of PD opportunities and resources on Google tools, WebEx tools, and Curriculum-based strategies will be accessible through the CJUSDConnect (Alludo learning platform). Additionally, each grade level will have their own Google folder where grade level resources will be curated for teachers to use as necessary. Teacher teams will also develop model lessons and add to existing resources. Individual sites provide personalized support to staff or grade levels as needed and/or requested.

Teachers will use Google Classroom and Seesaw as a platform for instruction. CJUSD has distributed textbooks for all core subjects to the students. However, students and teachers have access to all the curriculum digitally. Teachers are receiving PD on how to use the digital curriculum effectively. In addition to the core curriculum, teachers are also offered professional development on how to effectively use a variety of digital tools including, but not limited to, Flipgrid, Screencastify, and Nearpod. Long term/short term substitute teachers receive onboarding via site support and Alludo to support students in the classroom and familiarize themselves with all platforms.

At the Secondary level, CJUSD has emphasized professional development to support teachers in delivering high-quality distance learning for our students. Secondary teachers also have access to our professional development series called CJUSDConnect (Alludo) to support the beginning of our transition to distance learning. Additionally, professional development offerings will be maintained through our district office curriculum program specialists. Professional development for the school year for secondary teachers includes development of a digital hub for classes on our district intranet, use of online components of curricular programs, use of the district's Learning Management System (Google Classroom and PowerSchool), Q Communications, use of screen casting and other programs, like Flipgrid, Kami or Nearpod, to deliver personalized teacher instruction, best instructional practices for online learning, and grade level and subject-specific trainings and collaboration.

Multiple professional learning opportunities will be offered for admin and staff to support the instruction of English learners and provide teachers with appropriate strategies in a distance learning instructional setting. We will use an online learning platform, Alludo, that will have various levels of support from introduction to integrated and designated instruction to more specific strategies applicable to various typologies of English learners. These resources will also be made available in a shared Google folder that will house various resources to teachers to access. We will also provide monthly parent meetings in English and Spanish that will assist parents/guardians on how to support the distance learning of their students at home alongside their child's teacher.

The CJUSD Pupil Personnel Services (PPS) Department will be providing weekly support to special education teachers from the PPS curriculum program specialists throughout Distance Learning. This support will be provided to cohorts of teachers based on grade level and placement category (i.e., Mild-Moderate, Moderate-Severe). This weekly support will be provided through office hour check-ins, pre-planned professional development meetings, and individualized support. The curriculum program specialists are helping support the special education teachers in their use of video conferencing and how to use this to provide support and differentiation, Google classroom development and support, core academic instruction support, and in supporting students in general education classrooms. PPS is also supporting site level administration in order to provide support to their special education teachers through a monthly special education administration academy. This academy will provide professional development to help support administrator's implementation of IDEA on their sites during Distance Learning.

CJUSD has a District Foster Youth/Homeless liaison and each school site has a Foster Youth/Homeless liaison. An annual training for site administrators and site Foster/Homeless liaisons is provided by the District to inform and assist school sites regarding legal requirements, immediate enrollment, recognizing signs of homelessness, how to refer students and families for targeted assistance, and available

resources for foster youth and students experiencing homelessness. Counselors are also provided training and information on foster youth/homeless educational rights including information regarding the California Minimum Requirement Diploma. For the 2020-2021 school year, this training will be held virtually on 9-2-20. Lists have been sent to each school site listing the foster youth and all students at their school sites who are considered homeless under the McKinney Vento Homeless Assistance Act. A Foster Youth Education Rights document and information about the McKinney Vento Homeless Assistance Act have been sent to each school site administrator and to each site Foster Youth/Homeless liaison. A video that includes information about available CJUSD resources for foster youth and students experiencing homelessness has also been provided to all CJUSD staff. The video includes contact information for our District liaison so that outreach to students/families in need can be provided.

The CJUSD IT department is providing technical support for staff through our help desk. Teachers can complete a form that gets picked up by a technology support specialist who will assist in troubleshooting their problems and providing solutions. In addition to the form, there is also a helpline where teachers and the community can call in to get technological support for teachers or students to troubleshoot issues arising at home with laptops, chromebooks, programs, or hotspots.

Staff Roles and Responsibilities

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

The Superintendent, his staff, and the communications department transitioned to a remote working environment following the physical closure of schools. The change in our instructional system prompted modified duties including virtual board meetings, virtual weekly cabinet meetings, and the establishment of virtual meetings with school site administrators. The communications department, which reports directly to the superintendent, makes extensive use of Q Communications and Social Media to keep parents informed and has transitioned some of its community involvement activities such as Community Cabinet and the College and Career Fair to a virtual environment. In addition, the communications department oversees three translator positions which were transitioned to remote working to ensure that translation services provided for Spanish speaking parents were timely and suffered no break in service. Through Web-Ex, Google Docs, and Hangouts, all superintendent office staff and communications staff were able to maintain similar roles and responsibilities after the physical closure of the district.

Educational Services modifications to staff roles and responsibilities to meet the needs of students while ensuring health and safety of staff and students have been fairly drastic. All teachers and most of the district and school site staff have been moved to the remote environment which has created some challenges at school sites to find ways to complete needed work and new work that has resulted from the distance learning environment. Principals have consistently worked with staff to assign other duties including communication with staff, students, and parents to each member at their sites. In addition, most staff have supported (as needed) to make sure our students, teachers, and parents are supported. At the district level, laptops will be provided to all staff, subscriptions to WebEx, and access to communicate through Q Communique to our stakeholders has been provided.

Pre-School, Elementary, and Secondary departments have transitioned all services and professional development to an online model to support distance learning. Language Support Services which includes parent engagement across the district has moved their English Learner services to an online model and increased their communication and support for parents through almost weekly parent meetings to support needed information by parents to help their students. The Information Technology department has developed a district call center, as well as an email based support system for employees to help stakeholders with their technology questions, and/or forwarding information to

correct departments for support. Our School Improvement and Accountability department has stepped in when needs arise to support all systems that are in motion, including the technology and connectivity distribution that has been implemented.

Student Services Staff duties during COVID primarily consists of adjusting enrollment procedures to fit the scope of the instructional programs (full time distance learning, facilitated online learning, or hybrid). Staff worked within subcommittees to develop attendance procedures, as well as the student engagement record and provided a sample to school sites for a multiple tiered re-engagement plan as defined in the Trailer Bill language.

Mental Health staff continues to provide Mental Health and Case Management services to students and families. Mental Health services are provided via telehealth and case management is delivered as needed on a case by case basis. Several additional Mental Health and Case Management interns have been added so appropriate training is being delivered both virtually and in person with appropriate precautions.

The Safety team members have supported all school sites during meal distribution, as well as conducting patrols during the day and in the evening in order to deter vandalism and theft on our school sites and district offices while unoccupied. Additionally, the patrols support a safe environment for essential staff while on campus. Currently one safety team member is assigned to every school site with two being assigned to food distribution sites.

Pupil Personnel Services staff targeted its efforts toward providing the academic services to our Special Education population needed to comply with Individualized Education Plans (IEP's). This includes Specialized Academic Instruction, as well as related services such as speech and occupational therapy. Nurses and Health Assistants are working to assure proof of Immunizations are collected and entered into the Student Information System. Educationally Related Mental Health Services (ERMHS) Counselors are virtually providing services as mandated by IEP's.

Human Resources (HR) staff have been working remotely and are continuing to meet the needs of District employees virtually. Staff coordinate in-office time in an effort to maintain social distancing at all times. HR has been negotiating with both bargaining units, ACE and CSEA, to create Memorandums of Understanding regarding the effects of the closure due to COVID-19. HR surveyed teachers regarding their options to return to school in person or, if high risk, to work remotely in Distance Learning. To accommodate Distance Learning, we have worked with Student Services and Educational Services to staff schools for DL classrooms, including substitute teacher coverage where needed. Staff have participated on committees to create a COVID-19 Safe Return to School Handbook, develop departmental return to work plans, Distance Learning staffing, CORE Return to Work Team. HR continues to assist employees virtually, post vacancies on Edjoin, fingerprint volunteers and prospective employees, virtual interviews, ID badges, testing for classified positions all while adhering to CDC and Department of Public Health guidelines.

Fiscal, Risk and Benefits staff have been effectively working remotely while periodically coming into the office to access files. The Fiscal team is continuing to process payroll, payments, develop the budget and assist the sites with any questions they may. The Risk team is continuing to work on safety inspections and worker's compensation claims while looking to develop virtual AED and department workshops that will be conducted on a quarterly basis. The Benefits team has provided computer based new employee orientations and conducted Open Enrollment by appointment only to stay within CDC distancing guidelines. The Risk and Benefits team also supported the Food Service Department with meal distribution during the initial COVID shut down in the spring. The Director of Fiscal, Risk and Benefits and the Risk Manager are part of the District 's COVID-19 Response Team which assesses potential exposure and determines if there is a need for staff to quarantine. The team is currently collaborating on the development of the COVID-19 Employee Handbook.

Maintenance and Operations department has made several changes to their schedules. Beginning in April our maintenance team began a two-day rotation with an emphasis on school inspection for safety and mechanical check-ups to assure that all campuses were in good working order and minimize vandalism. Custodial and grounds teams were also on a two-day rotation during April to begin cleaning and maintaining grounds on a rotational limited basis. Additionally, our custodial team assisted with the cleaning of thousands of Chromebooks to be distributed to students participating in distance learning. These schedules continued on into May. Beginning in June we started a three-day rotation and amped up maintenance schedules and emphasized the start of summer cleaning for the custodial staff. This three-day rotation will continue until further notice. Prioritization of high touch surfaces has also been shifted to our top daily duty. Sanitization happens in all common areas and those areas where we know there is occupancy. Purchases have been made to assure that the needed equipment and supplies to maintain sanitization. These include electrostatic disinfectant sprayers, which allow us to quickly and efficiently sanitize large spaces. Other purchases that have been made are reusable face masks for all M&O staff, sneeze guards for counters, sprayer bottles and disinfectant, face-shields, wipes, hand sanitizer, and signs.

In the transportation department, since students are not requiring transportation, drivers have provided assistance to the Nutrition Services Department by helping to distribute lunches to children throughout the district. The transportation director and dispatchers are working to create alternate and efficient routes once students return to school and researching ways to maintain social distances on the buses to deliver students to and from their schools safely.

Purchasing staff work remotely three days a week with limited staff in the office the other two days. It is necessary to come to the office to complete routine responsibilities such as printing of purchase orders and processing receiving documents. One major change that has occurred is the focus of what PPE supplies are purchased for Stores inventory due to COVID-19. Staff is continually allocating PPE supplies to staff as needed to ensure staff safety.

The Warehouse staff has continued to work daily on a rotating basis to ensure food and supplies are distributed to all school sites in a timely manner. Due to the closure of schools the Warehouse staff has stepped in to assist in accepting deliveries for instructional supplies and textbook orders that would have normally been delivered directly to the school sites.

Print Shop staff is on site daily working with only half of the staff present to ensure we are able to maintain social distancing. The remainder of time the staff works remotely.

Nutrition Services staff has been put into two serving groups at each of the nine sites that are open for meals. This will support more students with a faster meal pick-up service and allow for the continuation of service if there is an interruption of service due to the COVID-19 pandemic. During these food distribution efforts, Noon Aides have had a change in responsibility to support the Nutrition Services staff with disinfection of site cafeterias and multi-purpose rooms throughout the day. Noon aides have also been reassigned to support the nutrition services department in distributing meals to our students & families.

On school sites, non-classroom certificated staff, including administrators, counselors, and teachers-on-assignment have been utilized to support all aspects of distance learning. At the start of the year, these staff provided support at sites to make sure all students were given textbooks, Chromebooks, hotspots, and needed resources to be successful in distance learning. These staff supported initial phone calls home to students who were not showing up or participating in class. Many participated or led professional development and learning sessions as we began the school year, were available to support students as enrollment issues were worked out at the beginning of the year,

and continue to provide for the areas of their job description that can be supported through distance learning. Support for students needs both academic and social and emotional is at the forefront of the goals for our school sites.

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.]

Additional support that CJUSD will provide to assist students with unique needs starts with teachers providing daily designated and integrated instruction. Designated English Language Development (ELD) will focus on using the California English Language Development Standards according to the English language proficiency level of ELs during a dedicated time each school day. In addition, teachers will also provide academic and language support to English learners daily through synchronous integrated ELD strategies to ensure student access to content standards.

We have outlined Instructional minute requirements in all grade levels that include specific parameters for integrated and designated ELD provided by certificated classroom teachers. District EL curriculum program specialists (CPSs) along with our English learner teachers on assignment will support teachers to identify specific groups of students, through Ellevation, to monitor and remediate learning gaps using the district adopted curriculum, district diagnostic assessments, and intervention support.

Language Support Services (LSS) will identify and monitor the progress of current ELs, LTELS and Redesignated English Proficient (RFEP) students through Ellevation. Monitoring forms of at-risk students will be issued at the end of quarter one and quarter three, to ensure these students receive the appropriate supports needed. Teachers will identify targeted strategies that will assist the student in their areas of need. Additionally, LSS will ensure sites and teachers have access to tutorials and guides describing how to access translation services. We offer the use of LanguageLine to assist with interpretations and translations needed to support families in multiple languages. They also provide EL parent support classes on accessing WebEx, Gmail set up, Google Classroom, and other student learning programs through the Family Engagement Program Manager.

Special education case carriers created individualized Distance Learning Plans based on each student’s IEP, and emailed these learning plans home to each student on their caseload. This learning plan outlined the special education services on each student’s IEP that will be provided during Distance Learning and the methods of delivery. Teachers are providing services and support through scheduled synchronous and asynchronous lessons, virtual office hours, parent collaboration and assigned work, as well as activities through Google classroom. Related services such as Language, Speech and Hearing services, counseling services, Adaptive Physical Education, Occupational Therapy, and other related services will be provided through remote/virtual services. All service providers are collaborating with families to help them navigate the use of technology and help troubleshoot technology barriers. Special education instructional aides are also providing support to students alongside general education and special education teachers. The district special education support staff are assisting teachers with professional development and individualized support, as needed, with Distance Teaching/Remote instruction strategies, as well as feedback on lesson delivery and technology use.

The special education department will be holding a parent night to inform parents of the general plan for Distance learning and provide a space for them to express concerns and ask questions. Parent nights will be held in the fall to allow a forum for parents to receive information and to engage the district with any needed feedback to improve services and support.

Targeted outreach to our foster youth during the first week of school included personal calls to foster youth and their guardians to ensure they are able to participate in distance learning, have access to the internet, a Chromebook, and to discuss any possible barriers to participation. CJUSD has various resources for foster youth and students/families experiencing homelessness. We have clothing closets, food pantry, hygiene items, school supplies, etc. that we are able to provide to students and families in need. After school virtual tutoring will also be available for foster youth and students experiencing homelessness. In addition, foster youth and students experiencing homelessness have access to the CJUSD case management system that assists families with obtaining community resources and assists with linkage to community services. The district also has a mental health program and can assist with linkage to outside mental health resources and services if a student or family requires a higher level of care than the district can provide. Our CJUSD Foster/Homeless liaison also collaborates with County providers including the San Bernardino County Superintendent of Schools (SBCSS) Foster Youth Liaison and Homeless Liaison, as well as social workers and educational liaisons from the County of San Bernardino, in order to provide a continuity of care for foster youth and students experiencing homelessness.

Foster Youth, Homeless, and low income students will continue to receive supports via in-class options or through school site based programs to target needs as indicated on an individual basis as a result of assessments and learning loss information. Small group instruction, support from our Think Together teams, and all areas of student tutoring are available for academic and social emotional support as needed.

Differentiation will be provided to GATE students via Project Based Learning (PBL) and other instructional models that allow students to apply and integrate knowledge and skills from different topics.

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

Description	Total Funds	Contributing
Servers to support DL includes upgrades to safety and to support instruction and learning for unduplicated students during DL (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$1,325,482.71	Y
WebEx License provides the online meeting place for all stakeholders in support of all students including unduplicated. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$667,210.00	Y
Screencastify provides support for instruction to allow teachers to implement improved online lessons to students. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$21,000.00	Y
Odysseyware provides support for students who select Facilitated Online Learning and is used as the learning platform for grades 7-12 (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$146,500.00	N
SeeSaw provides support for students K-2 to support instruction, learning and the sharing of information between teachers and students. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$23,375.00	N

Print Shop - provided for printing of Instructional Materials after Spring Break for unduplicated students who did not have internet access or a computer during the transition to distance learning. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$25,207.01	Y
Spring Break Planning for move to distance learning for teachers to plan and prepare for return of students in DL model- certificated stipends (salary & benefits) (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$122,126.83	Y
DL Hazard pay & stipends, for essential employees working during this time of uncertain safety. (classified salary & benefits) (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$145,096.76	Y
Curriculum Planning- Summer planning for teachers to redesign curriculum maps and assessment plans for the return to Distance and then hybrid learning. (CARES Act)This action is not currently in the budget but will be included with the First Interim Report.	$84,456.00	N
DL ET/OT Security, M&O, IT classified to support essential jobs and overtime needed during the COVID-19 pandemic (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$49,606.32	Y
Chromebook Distribution -extra duty to pay for support for distribution chromebooks to students and parents in a drive up mode. (salary & benefits) (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$85,658.00	Y
Certificated Internet Stipends for teachers to support home use of their internet during instruction(per month 1200 x50) (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$60,000.00	N
Classified Internet Stipends for classified staff to support home use of their internet working remotely (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$100,000.00	N
WiFi installation: 4 Middle and 1 Elementary School for parking lots to support Unduplicated pupils with access to wifi as needed. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$75,000	Y
15,500 Chromebooks distributed to unduplicated students to support distance learning from home (site & district LCAP/Title I/CARES Act) specific to providing instruction and up-to-date online instructional tools for low income, English Learners, Homeless, and Foster Youth CARES Act funds not currently in the budget but will be included with the First Interim Report.	$5,425,000	Y
Hotspots 1,000 in Spring plus 2,500 in Fall. 1-year of service. August: increase by $300,00 for unlimited data Fall: additional 2,500 hotspots (CARES Act) focused on providing connectivity to low-income, Foster Youth, Homeless, and EL students This action is not currently in the budget but will be included with the First Interim Report.	$145,700.00 $300,000.00 $320,000.00	Y

Alludo: CJUSD Connect (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$35,000.00	N
iReady Program for assessing students and learning loss diagnostics (CARES Act & Low Performing Student Block Grant [LPSBG]) CARES Act funding is not currently in the budget but will be included with the First Interim Report.	$278,492.50	N
Cost of Programs for Summer PD: Orenda, EL math grant, TEL, Illustrative Math, Q-TEL (Title I, CSI, LPSBG, EL Math grant)	$175,000.00	N
Summer PD Teacher Stipends (Title I, CSI, LPSBG, EL Math grant, etc.)	$101,334.69	N
IT Call Center for technical support for teachers, parents, and students (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$62,042.00	Y
CISCO WebEX Phones for all teachers and staff working remotely to contact parents. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$109,440.00	N
Kami online software to support student work on editing documents in courses including unduplicated students. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$33,450.00	Y
Laptops provided to teachers for Instruction (cert & class), specific to providing instruction and up-to-date online instructional tools for low income, English Learners, Homeless, and Foster Youth. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$371,453.93	Y

Pupil Learning Loss

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

At the Elementary level, diagnostic/initial assessments will be given to students to identify learning loss in English/Language Arts, Mathematics, and English Language Development. Most students will be given the iReady Diagnostic assessment for ELA and math. Additionally, students will be diagnosed for reading using DIBELS assessment and math diagnostic assessments. Teachers will collaborate both vertically and horizontally to analyze the learning loss and develop a mitigation plan. Learning loss will be addressed in all subject areas via small group intervention, one-on-one support, and monitoring throughout the year. Software including iReady, Lexia and other computer-adaptive programs will be utilized to help mitigate the learning loss in all subjects.

At the Secondary level and specifically for Mathematics, students will be administered what is called an “Initial Knowledge Check” in the ALEKS program which is a diagnostic test that will provide data for teachers to use to support students in closing potential gaps in learning. The assessment window is set for the second and third week of school for all secondary students enrolled in a mathematics course. Accommodations, similar to those available on the CAASPP, are available as needed. Additionally, students can select language preference (i.e. Spanish) to support access via linguistic challenges.

In English Language Arts, written assessments were designed by a curriculum planning team and will be administered, scored and entered before the one-week grading window closes as indicated by a data due event on the ELA assessment calendar during the first few weeks of school beginning. Achievement reports will be pulled from Illuminate and the timeline created adheres to guidelines set out by planning teams in their discussions about facilitating calibration while still providing timely and effective feedback as detailed in Hattie's research presented in *Visible Learning*.

Assessment plans were developed at the district and on site for all other subject areas at the secondary level. Further support in all subject areas will come from grade-level teams working together to discuss grading practices that may facilitate accurate assessment of student demonstrations while reducing the workload of formative grading practices. We are further recommending that teachers consider scheduling pull-out days in ways that align with grading windows and provide a block of time for team calibration and grading as provided within the Distance Learning schedule.

To support all TK-12 English Learner students, CJUSD will use available ELPAC summative scores from Spring testing as a starting point to determine appropriate support in all instructional settings. Additionally, various formative assessments will be administered throughout the semester, but especially during the beginning of the school year, to diagnose current student's linguistic development to better provide strategic instructional scaffolds and supports for our English learners. Additional assessments, such as DIBELS, iReady, IDEL, will be utilized to diagnose and monitor academic progress, as well as identify any learning loss that may have occurred. ELs will also be administered the district benchmark assessments in addition to the above mentioned diagnostic test, as part of their ongoing monitoring of both linguistics and academic progress.

For those students who receive grade level instruction, special education teachers will utilize diagnostic assessments given by the general education teachers as a basis for determining needed support due to learning loss. In addition, mild-moderate students who are exclusively provided instruction in a special education classroom, will be given the same diagnostic assessments to determine needed support for them as well. Students who receive an alternative curriculum and are non-diploma bound will be given diagnostic assessments through the Unique Learning Systems to determine the level of needed support for any basic skills learning loss. For those students demonstrating learning loss, they will be provided individualized support based on these diagnostic findings and their overall progress on their individual IEP goals. Remedies and support for each individual student will also be identified through the IEP process. Needed services and supports will be determined by each IEP team to mitigate this learning loss for each student. In addition, the district will provide extra tutoring and support during Distance Learning for students who demonstrate any level of learning loss.

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.]

CJUSD is developing an extensive learning loss plan that includes a district-wide student academic support or tutoring system. The district has received an ASES grant and contracted with Think Together to provide additional academic support to elementary and middle school sites in the form of small group support and tutoring to support acceleration of learning progress. Additionally, Educational Services is implementing a tutoring program to include a homework hotline on Monday through Thursday nights 4:00 p.m. to 6:00 p.m. for elementary support, 5:00 p.m. to 7:00 p.m. for middle school support, and 6:00 p.m. to 8:00 p.m. for high school support. Saturday School tutoring will also be incorporated throughout the district during morning hours. Facilitated online learning students will be able to take advantage of this

tutoring and will be provided with additional support during the school day. In addition, our Student Services Division will be providing Social Emotional Learning & Supports during the evening times listed above to support students' mental health and social emotional learning. Additional tutoring and supports will occur on each school site as they develop learning loss plans to support student progress.

At the elementary level classroom teachers will collaborate with Teachers on Assignment, Special Ed Teachers, and Counseling Staff to use cumulative data from diagnostic assessments, grade-level benchmarks, attendance data, and formative assessments from the previous school year to inform a plan of instruction and intervention throughout the following school year. Intervention programs such as, iReady and Lexia will be used to support students as necessary, as well as Think Together, after-school tutoring, homework hotline, and weekend support for students.

For our students with special needs at the secondary level, teachers and support teams are working diligently to address the unique needs of each student. Our teachers are continuing to find creative ways to provide ongoing support in the absence of in-class opportunities. CJUSD is working as partners in the education of all our students and reaching out to teachers, case carriers, and additional resources for support to ensure the wellbeing of our students. We plan to accomplish this by providing detailed support during distance learning with support structures, routines, curriculum, and guidance that will be shared on an ongoing basis as we develop them and work together on this endeavor. We will accomplish this by providing differentiated instruction that is responsive to and commensurate with students' readiness level, interests, and abilities. Provide qualitatively different instruction that is challenging and provides for depth, complexity, acceleration, and novelty. Provide for the development of organization and study skills and nurture each student's social and emotional development.

Strategies for English Learners include starting with data from ELPAC along with diagnostic assessments, district benchmarks and formative assessments, teachers will use this data to inform and design a plan of instruction and intervention that addresses the individual needs of our English learners. District CPSs, EL TOAs, and EL Counselors will work alongside EL Site Leads, site admin and teachers to identify at-promise English learners and to identify appropriate instructional strategies to deliver during synchronous and asynchronous learning. We will use the Ellevation data platform to monitor at-promise EL students and push-out form for the teacher to identify strategic instructional supports and scaffolds that the students may need to be successful . Sites who have access to Language Assistants will use this resource to support students, especially our newcomers, who the teachers have identified need additional linguistic supports to access the curriculum. Schools who do not have access to Language Assistants will utilize LCAP staff to support Newcomers and English Learners who need additional linguistic supports to access the curriculum.

Strategies focused on addressing learning and accelerating learning progress for English learners may include teachers recording WebEx/Google meetings so students can watch it over repeatedly, especially for newcomers. Teachers may also turn on closed captioning so students can more easily translate text. Teachers provide a multitude of resources to accompany assignments issued including videos, graphic representations, text in English, text in a student's home language, sentence frames, and more. Students will be provided opportunities to respond verbally and in writing with the sentence frames provided by the teachers. This gives students the opportunity to use more complex language guided by the teacher. Additionally, teachers can use choral response and pair-share. Pair-share with younger students can be done with siblings, a parent or guardian, or a stuffed animal.

To accelerate learning for English learners, teachers will modify assignments for Newcomers to allow them to respond in diverse manners including using their home language when appropriate. Examples of alternative responses may include posters in lieu of essays, spoken responses in lieu of written ones, shorter written responses in lieu of longer ones, collaborative responses in lieu of individual responses, or responses posted on Flipgrid, Padlet, etc. Bilingual instructional aides will work with teachers to participate in live instruction moments where Newcomers are present. In Secondary, teachers will collaborate with the teacher that is providing Designated ELD to coordinate and align

instruction so that Newcomers are able to connect content instruction with language instruction. Teachers can design distance learning experiences that are collaborative and allow Newcomers to leverage the language resources of their peers both in making meaning of text/concepts but also when students express, show, or demonstrate their understanding. Teachers may send out texts or concepts to be covered in a day or two in advance to allow the Newcomer students to develop some familiarity with the learning that will occur in live sessions. Finally, Teachers and/or English learner counselors will meet with Newcomers to explain to help familiarize them with our system of education in regards to grading and credit accumulation in high school.

Data from Forecast 5 will be used for proactive identification of students in need of. This will help identify low income, Foster, and Homeless youth for support and allow us to target small group interventions or one-on-one support to address these students' needs. In addition, monitoring of our Foster and Homeless will be done by our Foster and Homeless liaison at the district level and supported by monitoring by administrators at all sites. Initial diagnostics, and ongoing assessment monitoring will occur and supports will be determined for individual students to support their learning advancement. Additional data from the program will also allow the district to be proactive in identifying and supporting attendance and the social emotional needs of our low income, Foster, and Homeless students.

Special education students will receive individualized support based on their IEP. IEP teams will utilize a variety of assessment data sources as well as teacher feedback to determine the learning loss needs of each student and incorporate support in each student's IEP at their annual review. Increase in services minutes, adjusting of goals and adding of needed services will be provided based on the individual needs of each student and as determined by each individual IEP team.

Elementary GATE students will receive differentiated instruction from their classroom teacher. District Curriculum Program Specialists will work with GATE teachers to develop plans to support GATE students. Students will participate in online Project Based Learning (PBL) and other activities to enhance their learning.

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.]

We will measure the effectiveness of our Academic and Social Emotional Support or Tutoring plan as well as site supports through use of our diagnostic assessment for baseline data and use these diagnostic tools throughout the school year to report on pupil progress.

Elementary teachers will use iReady diagnostic data at the beginning of the year to address learning loss from the previous year. Then they will use our formative assessments and iReady mastery tests throughout the school year to gauge where students are and what needs to be retaught. Additionally, students will be also assessed using DIBELS and Colton Cohort unit tests. In addition to district assessments, progress of students will be measured by state tests, such as CASSPP and ELPAC.

At the secondary level, data metrics such as student engagement records, attendance, enrollment data, student diagnostic performance, as well as formative and summative assessment data will be examined. Additionally, metrics for students on track for graduation and A-G completion rates will help to identify course access and equity measures. Student grade performance by content areas inclusive of Advanced Placement and Career Technical Education will help to identify content "choke points" via the distance learning instructional model. A true comprehensive review of the multiple variables will be examined to determine the success of our implementation of distance learning and be able to adequately the effectiveness of our services and supports for students to address potential learning loss.

Monitoring of all English learners will be managed through our Ellevation data platform that exchanges data nightly with our student information system, Q. Our Curriculum Program Specialists (CPSs) will run reports after progress reports (mid-quarter) to identify any

students that are at-promise. These reports will then be shared with school sites as monitoring forms issued to staff. Each teacher will then develop a strategic plan to address the immediate academic and linguistic needs of each identified at-risk EL student. Teachers will then continue to work with the CPSs and the EL site leads to assist with any additional supports they may have to supplement and amplify the instruction while using various identified strategies needed to support our EL students.

These same measures will be used to identify and measure the needs of GATE and Foster/Homeless students.

The effectiveness of implemented pupil learning loss strategies for each student will be evaluated through the IEP annual review process. Data will be collected on each student's progress on their individualized goals through formative assessment, diagnostic assessments and ongoing goal data collection. Services and supports will be adjusted during the IEP review process based on each student's progress and their level of learning loss.

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

Description	Total Funds	Contributing
Tutoring by ASES staff (ASES grant funded, site specific)	$23,243,251	N
Tutoring & Homework Hotline (district-wide) (CARES Act) focused towards socio-economically disadvantaged students and increasing proficiency. This action is not currently in the budget but will be included with the First Interim Report.	$2,000,000.00	Y
Counselor (LCAP) principally directed towards supporting the unduplicated student groups.	$4,206,651.00	Y
CPS (PPS, LCAP, TITLE I, TITLE II, TITLE III) specific to providing staff development and up-to-date online instructional tools to teachers in support of unduplicated student groups.	$2,216,886.00	Y
TOA'S (LCAP, SITE SUPPLEMENTAL, TITLE I) providing tutoring and teacher support specific to the unduplicated student population	$6,074,349.00	Y
Language Assessment Specialists (3) -LAS (LCAP) proficiency testing specific to EL students	237,415.42	Y
Instructional Assistant - B(15) Bilingual (Site Supplemental - 14 sites) specific to EL students	$561,557.93	Y
Ellevation (LCAP) specific for English learner students	92,695.31	Y
Forecast 5 (CARES Act, LPSBG) $99,020.00 -TOTAL CARES ACT funding is not currently in the budget but will be included with the First Interim Report.	33,020.00	N
Language Line PPS and LCAP specific to English learners and their families	$18,000	Y

Mental Health and Social and Emotional Well-Being

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

Comprehensive mental health services and general social/emotional supports will be offered to CJUSD students and staff using a tiered model approach.

Tiered Supports for Students:

Tier 1:

Supports will include universal prevention resources such as access to community programs focusing on mental health prevention (e.g. DBH COVID emotional support hotline), and self-help related resources focusing on building coping tools and resiliency due to crisis/trauma. CJUSD Mental Health (MH) program staff will also collaborate with school counselors and student organizations (e.g. AVID, Link Crew) for the purpose of outreach and linkage to mental health resources and services as needed. CJUSD MH program interns will organize and lead outreach events such as resource fairs (online and/or in person) to disseminate mental health resources, and utilize social media platforms to engage students. Furthermore, CJUSD has an established MOU with the Resilience in School Environments (RISE) Initiative, which empowers schools to create safe and supportive learning environments by developing policies and practices that improve the social-emotional health of all students and staff. RISE consultants will be readily available and provide free Social Emotional Learning content (i.e. trauma focused & COVID relevant) that will be accessible for students and staff to implement in the classroom as needed.

Tier 2:

Support will include the launching of the CJUSD MH program's Emotional Support Hotline in September, which will be accessible to all students district-wide. Furthermore, Elementary counselors will be utilizing Social Emotional Learning (SEL) curriculum (Second Step) and an online Empowerment Curriculum that is COVID specific. Secondary counselors will have access to SEL curriculum (i.e. Nearpod, RISE content, and other shared resources) to implement with students. CJUSD MH program will also be collaborating and organizing tier 2 supports with Wellness Room contractors from GTHS and CHS.

Tier 3:

CJUSD mental health program staff will continue to coordinate with school counselors, administrators and teachers to identify at-risk youth, and will streamline referrals to our districts mental health program or to community agencies (i.e. South Coast or DBH) as needed for a higher level of care. CJUSD MH program will continue to offer individual MH counseling, group counseling, and family supports as needed. CJUSD designated staff (i.e. administrators, school counselors and psychologists, and mental health program team) will continue to utilize District's Suicide Prevention, Intervention, and Postvention protocol to support students who present with risk of suicide and/or self-harm. As part of this protocol, designated staff will continue to utilize community and national resources such as the Department of Behavioral Health Centers, the Community Crisis Response Team, the Crisis Stabiliaztion Units, and the National Suicide Prevention Lifeline.

Tiered Supports for Staff:

Mental health is important for all employees in order to serve our students and parents. With these supports we will ensure that we are taking care of staff as well. Some services available to all employees include:

Tier 1:

Supports will include a list of resources provided by Student Services focusing on staff Social Emotional Learning and wellbeing (e.g. The Collaborative for Academic, Social, and Emotional Learning [CASEL], International Institute for Restorative Practices [IIRP], Second Step, Nearpod, California Department of Education [CDE], National Education Association [NEA], Edutopia, & Mindful.org). Staff will also have

access to the following resources from the RISE Initiative: professional development and consultation from social-emotional health experts, resources and tools to help staff foster a safe and supportive school environment, and access to a virtual training center with online curricula and on demand trainings. Lastly, CJUSD MH program will be developing professional development (PD) content under the Alludo Learning platform to offer staff training and PD presentations focusing on trauma, and best practices for supporting our students.

Tier 2:

Supports will include access to CJUSD MH Program wellness support groups for staff that will address topics such as finding common ground in our emotional/psychological challenges during these uncertain times, psychoeducation on barriers to emotional wellness, and self-care. CJUSD Case Management program will also support staff wellness by helping to navigate wellness resources and facilitate triage to mental health supports as needed.

Tier 3:

Supports will include individual and personalized-short term supports from the MH program's staff or MH consultants. Staff will be able to self-refer anonymously and request to speak to one of our mental health professionals for 2-3 sessions via telephone or video conferencing. The services provided will be Solution Focused in nature.

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.]

Each school site has been provided the written procedures to create a Tired Re-Engagement Plan. These procedures include that all schools will create a team, create a tiered Re-Engagement Plan for pupils who are absent, and have assigned personnel who will monitor students who have three (3) or more days of absence, or 60% rate of Absentee or those students who are not meeting the Compulsory Education requirements.

Each school site with its own culture, environment, staffing and expectations will develop written procedures for tiered Re-Engagement Strategies and create a Re-Engagement Plan that will help support students that are not currently engaging in school. There are three main components to creating a Re-Engagement Plan. Each site will develop a site team that will monitor student engagement through data points, like participation, attendance, and assignment completion. Sites will create a plan for outreach that will be structured in a way that is the most beneficial to the student and will expedite their return to participating in their education. Each site will include specific steps for Outreach to the student and his/her family. Sites will produce and create a specific timeline for creating and monitoring an individual Engagement Plan that will be specific to each pupil's needs.

Forty percent of the families in our district speak Spanish in the home and 20% of our students are English Learners. To support outreach to families and students all information is also available in Spanish. Each school site has a support telephone number for translation and Interpretation Services. Each school, or staff member can access the toll free number to receive translation services when speaking to a parent or guardian that does not speak English.

Tier 1 Prevention and Immediate Intervention (Universal) strategies at the site include: Engaging School Climate, positive relationships with students and families, chronic absentee data monitoring, good and improved attendance recognition, and common barriers identified and addressed. Attendance Technicians will monitor daily Q Communication call results from the previous day's absences and work with office personnel to resolve bad numbers/not answered calls.

Immediate Intervention for the individual student (Universal) includes: Documenting in Q under Visits every contact with students and or parents, after three-days of absence, call Parent/Guardian at contact numbers on file (Elementary/Teacher, Secondary/Attn. Tech). If unable to reach the parent, attempt to leave a message with emergency contacts, document in the District's student information system, Q, under Visits (or similar tool in Q) attempts to reach parent/guardian and phone numbers used, look up the student's most recent emergency card to ensure all phone numbers have been updated. Document under Visits any findings. After first initial contact with the parent, document in Visits any new information/known barriers and what is being implemented or provided to the student/family, then assign an individual to monitor the student and review steps taken to ensure that a systematic response is being followed.

Tier 2 Intermediate Interventions include: Review student's file in an effort to recognize unknown Barriers (Teacher or Counselor in coordination with site administration). Review students Q Visits history (counselor) sharing with the team or assigned person if a pattern or past situation is relevant. Conduct student conferences with counselor or teacher, instigate a parent/teacher conference, parent/counselor conference, parent/site administrator conference discussing attendance/environmental barriers (issue at hand). Involve the school nurse, school psychologist, foster or homeless Liaison if needed, submit referral to site counselor for individual or group services, referral for tutoring, place student on a SART Contract when student's chronic absentee rate is more than 10% with family participating via phone or video. After contact with parent/student, document any new information/known barriers and what is being implemented or provided to the student/family in Q Visits, and that staff is assigned to monitor the student and review steps taken to ensure that a systematic response is being followed.

Tier 3 Intensive support interventions include: Administrator reviews student's Re-Engagement Plan and suggests interventions including, CJUSD Mental Health Referral and CJUSD Case Management Referral. If appropriate, South Coast Referral, Recommend Family Counseling, refer to psychosocial or psychoeducational assessment, refer to 504 meeting, and CPS referral. If needed, initiate a home hospital referral process, and if appropriate conduct a home visit, when safe to do so. Provide School Resource Officer or Probation Officer Intervention, when necessary, and Referral to School Attendance Review Board (SARB). After contact with parent/student, document any new information/known barriers and what is being implemented or provided to the student/family in Visits and Individual assigned to monitor the student and review steps taken to ensure that a systematic response is being followed.

Supporting the monitoring and documentation of students will include documentation of students who have missed three-days of school and will receive a live call home. Attendance technicians will run a weekly report for absences, and the assigned personnel will review the report to make live calls home. If unsuccessful, they will make contact via text, email, student email or emergency contacts and provide assistance and support for the reason the student has not been participating in Distance Learning. The sites will hold a re-engagement meeting once every 12 days of school (virtually) or twice a month, to discuss serious attendance concerns and brainstorm for next steps or outreach and document all re-engagement contacts in Q Visits.

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.]

During distance learning the Nutrition Services Department began implementing a daily 'Grab n Go' meal service at nine locations from 11:00 am - 1:00 pm throughout the district. After surveying parents a few weeks into service, changes were made to support parent input and the nine locations changed the time of the daily meal pick-up to 7:00 a.m. to 1:00 p.m. The nine locations include Cooley Ranch Elementary, D'Arcy Elementary, Grant Elementary, Lincoln Elementary, Rogers Elementary, Wilson Elementary, Joe Baca Middle School, Bloomington High School, and Grand Terrace High School. Each serving site is staffed with two teams, each team working alternating weeks. In case of a potential exposure, Team #1 may be sent home, the site temporarily closed, sanitized, then staffed with Team #2. The two team model will offer families continuity in meal service locations. The department applied for and received districtwide Community Eligibility Provision to make meal service free to all students, and increased meal access to all families & students. Based on the waivers available at the time, the department created a drive up, walk-in, 'Grab N' Go' meal service. Students, and/or adults, drive up to a drop off location, walk into the cafeteria, identify their student(s), at our point of sale terminal, then pick up a prepackaged breakfast & lunch meal container. These meals include 16 oz. of fluid milk, ready-to-eat fruits and vegetables, shelf stable breakfast items, and ready-to-heat breakfast/lunch entrees, with heating recommendations. The department held two separate virtual Q&A sessions with the department's staff members. During these sessions questions regarding safety assurances and procedures were answered. A question survey link was made available to staff to ensure questions could be submitted to administrators. Staff members are provided with two surgical masks per week, and one face shield as their personal protective equipment. Teams are made up of six to nine members, and Plexiglas has been installed, or is scheduled to be installed close to the point of sale terminals. Support from the safety/security and noon-aide departments has been requested to help manage the flow and encourage parents/students of hand sanitizing before coming into the cafeteria. Point of sale terminals are outfitted with wipe-able pin pads, although families sanitize their hands when entering the department.

When students return to onsite learning the Nutrition Services team will return to their home school site and abandon the two team model. The meal service model will be dependent on the instructional schedule adopted by the school/district, minimum day, half day cohort A & B, or full day.

If a minimum day instruction model is selected, where students attend school from 7:30-11:30, then a prepackaged Grab N' Go meal of breakfast and lunch will be made available to students as they leave campus with multiple points of service will be spread out throughout the campus. Since the district is CEP, a clicker count model is possible and no point of sale terminal is required. The meal serving window of time will be one hour to allow for a staggered release time. Point of service will be close to student bus loading zones to help increase meal access for students on a scheduled departure time. The meal service window will extend beyond the school pick up time to encourage parents to grab a meal for student(s) who attend another school.

If a half day learning model, with two cohorts, is selected, then students will be offered a Grab N' Go breakfast and lunch meal at each cohort's dismissal. The same procedures for the minimum day model will be followed. After the first cohort is dismissed, clean up and prep for the next cohort will begin. The meal service window for these options will be shorter in duration. Once the second cohort arrives, staff will prepare more Grab N' Go meal packs for the end of their learning block. As the second cohort is released from school, the nutrition staff would set up point of service locations just as they served cohort A.

Full day return: Student meals will be placed directly on tables minutes before the students arrive. This will ensure that students understand the appropriate spacing between them. Since the district is CEP, we will be able to count the meals using a clicker system. All of the same safeguards for staff that are being used in the Distance Learning model will be used during the Full Day Return. A shortened meal window may be required to accommodate the student population. A staggered meal release time will be discussed to ensure student flow is kept to a manageable number of students. Outside benches will also be used to maximize the number of students being served at a time. This would be the operation during lunch. A breakfast meal will be offered to students as they leave campus, this breakfast will be for the following days' meal, to ensure students may have a meal at home before arriving at school.

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

Section	Description	Total Funds	Contributing
Mental Health	Nearpod SEL Curriculum -Title IV	$40,000	N
Mental Health	MH Interns and consultants to oversee (Title IV) increase access to socio-emotional services for low-income students	$100,000	Y
Mental Health	Extra Duty for MH Interns, mileage, etc. (LCAP)	$50,000	N
Mental Health Manager	Salary & benefits, focused on providing services to low income, English Learners, Homeless, and Foster Youth (LCAP)	$164,210.74	Y
Social Worker	LCAP, TITLE, r6391 support for low income, English learners, homeless, and foster youth.	$147,370.44	Y
Pupil Engagement	WebEx: phone system (CARES Act) (cross reference DL learning)		Y
School Nutrition	Adding more points of service to the campus requires food transport equipment. More points of meal service will offer more access for students and families. (CARES Act) principally directed toward the unduplicated student population. This action is not currently in the budget but will be included with the First Interim Report.	$29,000	Y
School Nutrition	Grab N' Go meals require more food packaging. An easy to grab complete meal allows for easier transport for families who do not have transportation. (CARES Act) principally directed toward low-income, Foster Youth, Homeless, and EL students. This action is not currently in the budget but will be included with the First Interim Report.	$110,000	Y
School Nutrition	Menu Changes to individually packed entrees from bulk items, will help food transport for families who do not have transportation. (CARES Act) principally directed toward the unduplicated student population. This action is not currently in the budget but will be included with the First Interim Report.	$65,000	Y

School Nutrition	Fund 13: Loss of revenue due to school closures (ESSER) This action is not currently in the budget but will be included with the First Interim Report.	$2518734.00	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.48%	$51,665,758

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.]

The 20-21 Percentage to Increase or Improve Services is 29.48% and the estimated supplemental concentration funding is $51,665,758 which is a decrease from the 19-20 amount of $54,043,036. The reason for the decrease is the lack of COLA for 20-21 and also declining enrollment. Considering the needs of the CJUSD unduplicated population served as the basis for the district's planning both for the end of 2019-20 and 2020-21 school year. This included distance learning, hybrid/distance learning, and Facilitated Online Learning preparation and implementation. The economic impact affected families across the district and underscored the district's efforts to provide equitable actions and services throughout the district while focusing on the needs of our unduplicated student population. Although many are available to l students district-wide, all actions and services using the increased apportionment for low-income, foster youth, and English learner funds are specifically designed to target and support the needs of CJUSD's unduplicated students. These actions/services include but are not limited to transportation costs, security, Dual Immersion support, and ROP.

CJUSD meets proportionality by providing targeted services to the unduplicated pupil populations (socio-economically disadvantaged, foster youth, English learners, as well as students and families experiencing homelessness) while supplementing the programs available to all our students (5 CCR 15496) including Chromebook distribution, tutoring, and connectivity. Title I funds provide 1 FTE Parent and Family Engagement Manager and .5 FTE Social Worker to help address our unduplicated pupil populations. Additional services are provided for unduplicated pupil populations (socio-economically disadvantaged, foster youth, English learner, as well as students and families experiencing homelessness) with federal funds as noted in each site SPSA and the LCAP Federal Addendum.

The COVID19 shutdown occurred as CJUSD began 2020 Spring Break. Essential staff used this opportunity to prepare Chromebooks for checkout by students, as well as planning for distance learning staff development and curriculum . The district's high percentage of unduplicated pupils, of which low income students represent more than three-quarters, made Chromebook distribution a priority upon return

to school after spring break. This ensured students who needed a device to participate in distance learning had one that was working, up to date and firewall protected, as well as the opportunity to have them repaired or replaced as necessary. Additionally, the IT department implemented a call center for technological support available to students, parents, and staff. While distribution began at the secondary level, elementary sites distributed printed grade level packets which allowed additional time for Chromebook preparation. Connectivity issues were addressed using the distribution of Hotspots. Hotspots were checked out to students when a determination was made that lack of internet impeded their ability to participate in distance learning. Priority was given to foster youth, homeless, English learners, and low income students. In addition to hotspots, the district established parking lot Wi-Fi access at our four middle school locations. Reche Canyon Elementary will also have parking lot Wi-Fi added to address access concerns in an area where Wi-Fi access can be inhibited by geography. Remote access points provide all student groups an opportunity to equitably participate in distance learning. Live class instruction during distance learning continues through the WebEx platform which provides video conference calls. WebEx is also used for tutoring assistance, teacher office hours, parent meetings, and staff development. With the increase in internet activity it became important to expand safety and support for students and staff. To that end, the district upgraded servers that support all district programs.

Additional learning opportunities for unduplicated pupil populations (socio-economically disadvantaged, foster youth, English learner) are provided both during and after the school day. During the school day, elementary and secondary schedules provide time for designated ELD, socio-emotional learning, and intervention. Additionally, elementary and secondary schedules provide for teacher office hours which can be used for individual or small group support. After school/Extended Day actions and strategies are included in the School Plan for Student Achievement (SPSA) at each school site. In addition, each school site developed an Extended Learning Opportunities Plan to Support Learning Loss and Social Emotional Learning (SEL) for students. CJUSD has established a Mental Health Hotline staffed by Mental Health and Nursing staff to meet student and family health needs. CJUSD developed a Homework Hotline staffed by Tk-12 teachers to support assignment completion Monday - Thursday evenings. In addition, student tutoring will be provided on Saturday mornings and a group of tutors will specifically target our students in Facilitated Online Learning with support for classes taken on the Odysseyware program.

CJUSD partners with Think Together for the After School Education and Safety (ASES) Grant at 16 elementary and 3 middle schools. During Distance Learning and Hybrid instruction CJUSD will utilize Think Together staff as tutors to virtually support academic instruction after school for 3.5 hours Monday - Friday. ASES school sites will identify students and develop plans for tutoring for academic support with consideration for the needs of low-income, homeless, foster youth, and English Learners. Think Together staff will work in pairs (2 adults) with small groups of students (4-10) for 30-45 minutes. We estimate rotating student groups every 4-6 weeks as progress is made, and serving at least 36 students each day. Site plans will be fluid as we develop and adjust these programs.

In order to ensure that all students have an equitable education, it has become necessary to update obsolete laptops for teaching staff. This allows teachers access to the full range of resources provided by the district, as well as specific sites. To address any lapse experienced by distance learning teachers and/or students regarding site specific programs, the district will be bridging the access gap to ensure all students in a distance learning classroom have access to the same resources, which include Screencastify for improved online lessons and Kami to assist with editing documents.

Distance learning curriculum planning took place over the summer in preparation for the start of school in the fall. Teachers from each grade level or subject, as well as administration, worked together to rewrite curriculum based on the distance learning model. Staff continue to have professional development opportunities provided by the districts Curriculum Program Specialists and Teachers-on-Assignment. Multiple opportunities for online trainings are also available to staff.

Personal Protective Equipment (PPE) was purchased and installed (hand sanitizing stations, etc.) to ensure all staff and students remain safe while on campus. Planning for PPE for the return of staff and students is a necessity considering the district ‘s high COVID-19, rate as compared to other districts in the county, as well as the economic impact to families in our district where there was already a high low-income student population.

With the high percentage of low income, Foster Youth, and EL students in the district, it became imperative for Nutritional Services to continue to provide meals to families within the district during the spring and summer shutdowns using a drive-through, Grab N’ Go, process. Services were offered at nine sites throughout the district to provide centralized production and minimal contact for both staff and families. With the start of school, students are provided with both lunch and breakfast for the following day. Providing meals for our students while adhering to County Health and district guidelines resulted in increased costs for additional check-in stations, food packaging and preparation directions, as well as menu changes to meet the challenge of providing meals to go. Due to our unduplicated student population percentage, Nutrition Services was provided with funding to offset revenue loss experienced by the COVID19 pandemic which enables them to continue to provide meals to foster youth, English learners, and low income families, as well as any family in need.

Targeted at our unduplicated pupil populations (socio-economically disadvantaged, homeless, foster youth, and English learner) the district’s Mental Health program provides resources to students, families, and staff from across the CJUSD community. The success of the program further confirms the need in the community and it is anticipated that this need will grow during the COVID-19 pandemic. The expanded Mental Health Intern program, as well as the Wellness Centers at Colton and Grand Terrace High Schools and our Social Worker, will help meet this increased demand. The district’s counselors continue to provide services to students virtually.

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

The district English Learner students are provided both integrated and designated supports during the school day, as well the use of the Ellevation platform for targeted intervention support. The ELPAC is administered to English learner students by the district's Language Assessment Center. The EL Curriculum Program Specialists provide professional development and administrative supports to sites which include supplemental instructional supports above and beyond the core instruction specified for EL students. This is accomplished via Instructional Leadership Teams (ILTs). The EL Counselors provide support to EL students district-wide with EL placement, transcript conversions, academic progress towards graduation, and EL and RFEP student monitoring. They collaborate with site counselors and communicate with school administrators on school-wide progress of interventions provided for EL students. Additionally, they provide direction for intervention/tutoring available at the school sites for at-promise EL students. EL Teachers On Assignment’s (TOA) provide small group intensive instruction to the lowest proficiency EL students at the high school level, with particular emphasis on students in the “newcomer” group. In addition, they work with high school administration and staff to provide professional learning specific to supporting EL students in the core subject areas. EL site leads ensure completion and adherence to district, state, and federal EL guidelines, as well as oversee and administer state, district, and site language assessments. They monitor reclassified EL students within Ellevation, as well as support the site with high quality EL strategies and scaffolds for classroom instruction tailored to the students at their sites. Bi-lingual Instructional Assistants provide additional support to struggling EL students at select sites. Translation services are provided for Spanish speaking families and the Language Line is available for interpretation services for other non-English speaking students and families.

Summer School 2020 continued at the high schools to increase participation in remediation courses and coursework to allow students to make up or get ahead on credits enabling them to enroll in different programs including Pathways and AVID. This year, SDC classes were

offered for Students with Disabilities to support improved student achievement. The summer program provided students with additional learning opportunities.

The district is providing Individualized Distance Learning Plans for our special education students. These plans are created using a student's IEP. Language, speech and hearing services, counseling services, adaptive physical education, and occupational therapy continue to be provided. Special Education Curriculum Program Specialists support teachers and provide professional development.

Our foster students, as well as guardians of elementary students, have received an email from the district's foster youth liaison which included the Foster Youth Education Rights and a short presentation on district resources (e.g. food pantry, clothing closet, school supplies, mental health resources, staff contact information) and contact information. The Foster Youth liaison has a plan in place for monthly outreach to ensure academic engagement and participation, as well as to provide needed resources. In addition to the tutoring available to all students, foster youth are offered additional opportunities for small group and one-on-one tutoring with Title I set-aside funds.

Homeless students are provided targeted outreach, support for nutrition, connectivity, clothing closets, school supplies, mental health resources.

The increased need to translate and assist with communication to our English Learner parents and community is an essential part of our program. Continuous efforts are made to provide translators to increase parent engagement through district committees, Board meetings, parent workshops, and attendance at local and regional events. These translations are provided by our bilingual employees who are afforded the bilingual stipend across the district. School front offices prioritize staffing to include bilingual employees who can assist parents. The Communications Specialist ensures information is shared in a meaningful way for all stakeholders including low income, English learners, and foster families. Bilingual community liaisons provide a connection between our socioeconomically disadvantaged, EL, homeless, and foster youth students to available resources. Ongoing site and district parent meetings provide parents an opportunity to participate in their child's education.