

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The COVID-19 pandemic has had a great impact on the LEA and its local community. In March 2020, Chino Valley Unified School District (CVUSD) pivoted to respond to the abrupt changes. The CVUSD Board of Education passed a state of emergency resolution on March 12, 2020, granting the Superintendent authority to ensure that public education continues, and to help safeguard the well-being of students and staff during the COVID-19 crisis. To slow the community spread of COVID-19, the Superintendent announced closure of CVUSD’s 35 schools on March 13, 2020, and the District implemented an extended Spring Break (March 16-19) with Spring Break (March 20-27) and then Extended and Distance Learning (began March 30, 2020). Prior to Governor Newsom’s Stay at Home Order (effective March 19, 2020), the District executed a Pandemic Plan as part of the Comprehensive School Safety Plan. The District made changes to program offerings to sustain learning and provide support to families to mitigate the major impacts of school closures on the local school community.

Learning support has been provided remotely to students especially with the unduplicated student population in mind. A tiered Distance Learning plan was put into action to support student learning which included District-created extended learning lesson plans for all grade levels with staff training and teacher-developed Distance Learning plans. To ensure equitable access to learning, the District deployed over 13,000+ Chromebooks and 2,000+ Wi-Fi hot spots to students. A Distance Learning Technology Help Hotline at (909) 628-1202, ext. 1080 and email (communitysupport@chino.k12.ca.us) was created for technology-related questions. Instructional coaches and induction coaches aided teachers remotely so learning could continue seamlessly.

For the community, there was increased anxiety stemming from the crisis and dealing with the uncertainty of the situation. The anxiety was related to impacts on home environment, food, and childcare as well as financial hardship and health concerns. The District took steps in the Learning Continuity and Attendance Plan to support the community, including partnerships with the Family Engagement Center (FEC), the HOPE Center, and the Health Clinic. District staff was also able to respond to the issues related to food insecurity, health and wellness, communication gaps, the new way of learning, and increased technology needs. Supervision arrangements were made for District employees in preparation for Distance Learning. With Nutrition Services, the team reassessed their meal preparation and serving and currently conduct meal service through safe local distribution. The Health Clinic aided students and families through tele-health, linked patients to medical services, and conducted drive-through immunization clinics in late May through June. Social-emotional learning videos, Positive Action for Life

Success lessons, and a host of other resources (<https://www.chino.k12.ca.us/Page/34605>) have been provided to school sites and the community. Through the Parent Family Engagement Center, outreach for the unduplicated student population continued. During school closure, the Superintendent provided updates through the AERIES Parent Portal, the District website (<https://www.chino.k12.ca.us/Page/26942>) and social media.

Amid this, student learning continued, and families and school staff demonstrated resiliency. Students have shown that there are different styles of learning from home and Distance Learning obstacles included the missed, regular face-to-face live instruction, and the need for social-emotional interaction. Families juggle work responsibilities and/or home responsibilities, including caring for children and becoming the necessary educational support for students. Staff also manage different tasks such as adapting content to an online platform, navigating new technology while providing explicit instructions for students, and ensuring that students attend class sessions and complete assignments.

In-person professional development was cancelled for the remainder of the year. School budgets reflected changes from teacher training on technology platforms and digital resources as well as the need for student devices. Parent training and workshops that were also listed in school plans were cancelled and an emphasis was placed on parent outreach to inform parents on the change to Distance Learning along with Health and Wellness Information.

All in all, Distance Learning has shown that there are different demands of cognitive structures for learning and, as such, additional strategies are needed to engage students, prevent absenteeism, and address learning loss via a systematic process.

Stakeholder Engagement

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

The overall stakeholder engagement process included efforts to reach students, families, educators, school administrators, along with stakeholders with limited internet access and/or those who spoke languages other than English. Community voice matters and, as such, the District engaged with stakeholders in the 2019-2020 school year and the beginning of the 2020-2021 school year through a variety of methods. Those methods included in-person meetings, Board study sessions, livestreaming of Board meetings, and presentations on the District's budget and its reopening plan. Additionally, the District administered surveys, responded to telephone calls, sent, and responded to electronic emails, mailed letters to applicable groups, and transmitted messages via the District's communication system.

Additional stakeholder engagement meetings were held with the District English Language Advisory Committee, the District's Local Control and Accountability Plan Committee, the Superintendent's Student Advisory Committee, Associated Chino Teachers Union, the California School Employees Association-Chapter 102, Administrators, the Foster Youth Liaison, and with participating attendees at the Family Engagement Center. Other meetings included School Site Parent Engagement Meetings and High School Student Engagement Meetings. Translations were provided when requested or needed. District-wide surveys were also sent to students, staff, and families which highlighted learning options.

Remaining stakeholder engagement meetings such as ELAC, School Site Council and DELAC continue to be held virtually, by phone for those without an internet connection, or via email to seek input and support parents through this process and identify student and parent needs. The Family Engagement Center supported school sites in contacting no show students. In addition to locating students that had made no contact with teachers, the Family Engagement Center reached out to EL and Title 1 families as part of a check-in process to identify resources needed as expressed by families and student. The Family Engagement Center employs two staff members; due to the pandemic, the volume of families

being served made it necessary to elicit the help of site community liaisons to continue the support of families. The Family Engagement Center continues to provide one-to-one virtual and/or in-person training to support language needs and lack of connectivity in the following areas: Google Suite, ClassLink, Social-Emotional learning, and Technology.

Other outreach methods focused on well-being and learning options. These focus groups, listening sessions, and solicitations of real-time feedback have been informative. Stakeholders have represented a wide spectrum of constituent groups including educators, parents and caregivers, and students.

The Chino Valley Unified School District promoted stakeholder engagement by presenting the Learning Continuity and Attendance Plan during stakeholder meetings for students, parents/guardians, community, staff, and school administrators. They were engaged during the meeting and encouraged to provide written input via Google Forms.

The 2020-2021 stakeholder meetings took place on the following dates:

August 17, 2020 – District English Learner Advisory Committee (DELAC) and Assistant Principals

August 18, 2020 – Local Control and Accountability Plan Advisory Group

August 20, 2020 – Superintendent’s Student Advisory Committee of Staff and Students (SAC)

August 24, 2020 – Principal Meeting

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

The CVUSD Board of Education provided continuity of government and communication during the current pandemic. Pursuant to the March 17, 2020, Executive Order N-29-20, issued by Governor Newsom, the Board of Education strongly encouraged members of the public to practice the guidelines associated with health and safety by limiting person-to-person contact that could spread the COVID-19 virus. As of June 4, 2020, board meetings were available through the Board YouTube channel for Chino Valley Unified School District. The Board agenda is posted at the District office for in-person review if needed and can be accessed through the District’s website which has translation capabilities. Interpreters are provided upon request. Comments were encouraged to be sent by email to: boardsecretary@chino.k12.ca.us prior to each meeting at the designated time. Comments were shared via email with the Board of Education prior to the meeting. Only comments received by the designated timeframe in accordance with Board Bylaw 9323—Meeting Conduct, were read into the record.

The LCP was presented for review and comment by members of the public on Friday, August 25, 2020, and posted on the CVUSD website for public inspection. This met the minimum 72-hour requirement for the agenda and public hearing. Draft copies were also available for in-person review and comment at the District office. For school sites that have 14% or more of a single primary language other than English, a bilingual clerk is provided to ensure that their school community is informed in their primary language of District notifications.

The LCP adoption date for CVUSD is September 17, 2020. This is the Board meeting held after the public hearing on September 3, 2020.

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

District meetings were held with stakeholder groups and members had the opportunity to provide feedback in English or their primary language. Translators were provided at all meetings when requested. Translators were requested and provided at all parent/community meetings.

The following stakeholder groups had these specific concerns that are addressed in the LCP: DELAC group, composed of parent/guardian members, indicated their concern for technology and opportunities to practice English during remote learning; LCAP group, composed of union leaders, administrators, and parent/guardian/community, indicated their concern for technology, health and safety, and special education needs; and SAC group composed of students, teachers, and site principals indicated their concern for technology, publication of services and continued support for remote learning

Following meetings, district leadership reviewed emerging themes from students, parent/community, classified and certificated union leaders, administrators, and site principals. The common feedback threads included communication, attendance monitoring, student engagement, technology, English language development, differentiated instruction, training, special education, academic/social-emotional learning, health and safety, and equitable access to instruction and services. Staff reviewed information and determined the District's strengths, barriers, and capacity to support identified needs. Staff identified different audiences and critical messages, including how messages would be delivered and the efficacy of communication based on language barriers and accommodations. Staff understands the need to initiate and have ongoing communication with families to ensure connectedness and support. Collaborative and ongoing discussions about appropriate paths forward will continue, ensuring equitable access and responding to each student's unique needs and circumstances.

Staff will continue to use existing school resources to amplify messaging and provide contact information for follow-up questions or concerns when applicable. Staff will continue to use the dedicated webpage to answer common questions and provide the latest updates. These measures promote message clarity and consistency across schools. The messaging was consistent with internal talking points for frontline staff, including administrators, teachers, and office/clerical staff. The communication methods utilized targeted preferred audience, differentiated key messaging across multiple platforms, and offered languages other than English. Staff will continue to develop frequent messaging that includes all critical information to reduce confusion, anxiety, or misunderstandings.

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

Stakeholders gave a variety of feedback through Google-Form, telephone, remote meetings, and email that focused on connectivity and technology needs, teacher responsiveness, engagement, equitable access to instruction, attendance, student academic and social and emotional welfare, services, and health and safety. Based on concerns expressed by parent/guardian, community, student, staff, administrator groups, the District is using additional resources to support technology needs. Additional funding will go towards buying Chromebooks and Wi-Fi hot spots. Training and workshops are being provided by the Family Engagement Center to parents/guardian and community and Instructional Tech trainers to staff.

In response to the feedback from parents/guardian, community, staff, and administrators regarding technology, remote learning, and differentiated instruction, the District responded by implementing Distance Learning Classrooms 2.0, where instruction will have 100% virtual direct (live, synchronous) instruction that is led and/or facilitated by the teacher on input, model, and guided practice. Instructors will have the opportunity to answer questions and provide whole group feedback and monitor student progress in a Distance Learning classroom or instructional platform. Other features will address student engagement and equitable access to instruction and teacher responsiveness with

small group additional support, pre-recorded direct instruction videos, Q&A via a slide deck, discussion board/collaboration, and facilitated discussions (teacher-student and student-student). Teachers will monitor student progress via instructional platform of choice (e.g. Google Classroom/Microsoft Teams).

As a result of the feedback provided by parents/guardians and students, teacher Virtual Office Hours will also be available as on-demand support for students and/or families, outside of live instruction, through Google Meet/Microsoft Teams/Zoom to address students for support. Virtual Office Hours includes appointments to meet with student(s) to answer questions, hold small group instruction by invitation or mandate, review for upcoming assessments, make up assessments, and check in with students.

Attendance is still compulsory; however, given the immediate challenges all students and families have faced and continue to face with the COVID-19 pandemic, it is crucial that staff work to address all students' social and emotional welfare, and ensure that students do not fall through the cracks. Pandemic-related stressors such as fear and grief may present anxiety for students causing them to not want to return to school. Addressing the student's absence is the first step to resolving it. As such, the District has in place Home Visit Request Procedures for site staff and District office staff to work collaboratively in ensuring that all students attend school daily. Working together, staff will strive to reinforce the three elements of regular school attendance: prevention, early identification, and intervention.

The District's Home Visit Request Procedures details responsibilities for teachers, site administration, as well as the District's Child Welfare and Attendance Team. Staff aim to provide supportive measures to students with unique needs, while concurrently emphasizing that attendance is compulsory. As such, staff was asked to submit home visit requests for students who seldomly attended or stopped attending altogether when school suddenly changed to Distance Learning during the 2019/2020 school year. Home visit request entries can simply be copied and include the following: One, student seldom attended online instruction during the sudden pandemic shut-down of in-person attendance to Distance Learning and parent needs to contact site administration; two, student seldom attended online instruction and did not submit work during the sudden pandemic shut-down of in-person attendance to Distance Learning so parent needs to contact site administration; three, student did not attend online instruction and did not submit work during the sudden pandemic shut-down of in-person attendance to Distance Learning.

The Child Welfare and Attendance Team included a host of roles including outreach advisor, district attendance liaison and coordinator of child welfare and attendance. The team will begin visiting the homes, reintroduce themselves, discuss compulsory attendance laws, and gently, but firmly convey to students that excuses for nonattendance will be addressed through the District's truancy process. The team entered the planning with a flexible approach, understanding that the school year may start with one model and, as new information becomes available, transition to a different model.

The Interventions Counselors will deliver coping skills lessons in each classroom to support all students in their transition back to school. These lessons provide direct instruction in the management of emotions related to the multitude of life stressors created by the pandemic. The coping skills lessons focus on self-management skills, teaching effective coping skills when faced with a problem, and creating relationships with adults that support success. Teachers will provide direct instruction from the Second Step curriculum. This curriculum is taught weekly in each class. The Second Step lessons have been prioritized to address the social emotional needs of CVUSD students as they return to school.

All these efforts demonstrate how the organization is clearly communicating education objectives, ensuring stakeholders understand the task and their role in the process. Feedback from stakeholders will be reflected to demonstrate that the organization has listened. Staff will close the loop and strengthen credibility by communicating how feedback was acted upon.

Continuity of Learning

In-Person Instructional Offerings

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

The Board of Education, on July 16, 2020, approved the blended learning model to offer in-person instruction. In blended learning, the students have been divided into A and B groups. Cohorts will participate in a 50% attendance model with a blend or combination of learning in a classroom setting, and the remaining 50% of the student work completely independently at home, which may be enhanced with online, virtual learning.

The District plans to limit the number of students physically reporting to school, determining the student and staff capacity of each school meeting, along with considering various strategies outlined in the Instruction Program Models in the guidance document and its reopening plan. Staff will attempt to create smaller student/educator cohorts to minimize mixing of student groups throughout the day and provide more individualized instruction. Staff will minimize movement of students, educators, and staff as much as possible. Physical distancing will be practiced as much as possible to mitigate virus spread.

Staff will identify students who have experienced significant academic loss due to the school closures in 2019-2020, including students such as English learners, foster youth, homeless, Students with Disabilities (SWD), and those who are socioeconomically disadvantaged. The District has considered a systematic cycle of assessments, including initial screenings and formative and summative assessments. The District's local Essential Standard Assessment is administered at the beginning of the school year and administered two additional times to monitor student progress. Through the weekly PLC process, teachers create and analyze common formative and summative assessment to determine student needs and target instruction. This data will provide context to address learning loss and determine student needs. There is a focus on implementation of intervention strategies for students who have experienced learning loss and to accelerate learning for students at risk of experiencing continued learning challenges. Due to the impact of the blended learning schedules adopted by the District, specific time was included in the master schedule to support students who have been identified to receive additional support to reduce learning loss. Student progress is monitored through this extra time and allows teachers to bridge learning gaps. With this instructional schedule model in place, staff will continue to work to eliminate the barriers to student success that existed before school closures.

Additionally, for SWDs, the case carrier and related service providers will monitor student progress, and provide support based on students' individualized needs. An Individualized Learning Plan (ILP) has been created for every SWD in collaboration with the parent/guardian. The ILP outlines the special education program and communication that needs to take place during COVID-19 closures. Accompanying the ILP is an IEP Goals Activity form that outlines specific student activities that help support practice and progress on SWD's IEP goals.

Blended Learning Classroom Webpages will be essential as they will be the information hub for teaching and learning. As such, webpages will be accessible and current with a standard Welcome Message [Welcome to "Teacher's Name" Blended Learning Classroom]; contact information for the teacher; instructional plans/routines for the week; syllabus information like instructional platform, feedback, grading criteria, when/how work can be submitted, expectations of assessment and evidence of learning, Distance Learning student expectations, and designated English language development (DELD) information/link and class link access.

District plans will be consistent with public health guidance including prevention procedures, social/physical distancing, face coverings, hygiene practices, handwashing/sanitizing, personal protective equipment, passive and active screening, and cleaning and disinfecting. As much as practicable, student groups will remain in one learning space to reduce movement and interaction. Routes will be designated for entry and exit; classrooms will be arranged to maximize space between students and staff; and directional floor arrows will be placed to direct traffic.

The District has scheduled COVID-19 Collaborative Learning Rounds to prepare for in-person instruction. A COVID-19 checklist will be used to ensure the following have been completed: safety signage and communication; measures to promote physical/social distancing; measures to protect employee health; health precautions; waiting room and classroom; student restrooms; student training; and play structure/equipment. The District has aligned its reopening plan with the Governor's Tiered Reopening Plan. Visitors (upon evaluation), parent/guardian groups and volunteers may participate in other non-instructional rooms but are not allowed in classrooms during instructional time. Public vehicle access to campus remains limited to the public parking lot areas.

While on campus, staff and students are expected to wear face coverings as required by local/state guidance. Staff, students, and families will be provided information on health screening and healthy hygiene habits. Schools will schedule and communicate hardline schedules for handwashing and sanitizing during transitions: before entry into class, before and after meals, after using the restroom or taking breaks, after coughing/sneezing, after touching face coverings, and returning to desks from outside of the class. Handwashing and good hygiene practices will be posted throughout the campus.

School facilities will be cleaned and disinfected, with special attention to frequently touched surfaces such as desks and tables, lunch tables, chairs, and door handles. Soap dispensers or hand sanitizers will be accessible. Splash shields have been provided for employees on the frontlines.

The MTSS-B Group counseling program will resume upon completion of the Coping Skills lessons to address the social-emotional needs of students identified as requiring more intensive social emotional support. Referrals for MTSS-B counseling services are made by completing the "At Risk" screening form located on the MTSS-B Counselor school site class page. Individual counseling services are available via the CVUSD Behavioral Health Center and Chino Human Services.

Furthermore, as discussions and concerns around the Coronavirus outbreak and practicing social distancing can be stressful and impact staff and students' mental health and well-being, CVUSD understands that it is natural to feel a range of emotions, such as stress, worry, anxiety, boredom, or low mood. Resources are available on the CVUSD website. Case managers from the HOPE Resource Center and Care Closet are available by telecommunication (phone, email, conference call) to assist with Medi-Cal and Cal Fresh applications, food bank referrals, up-to-date District information and more. The Family Engagement Center holds weekly workshops with parent groups in both English and Spanish to address stress management at home. This workshop is ongoing.

Teachers will provide direct instruction of Second Step lessons to support the social and emotional well-being of students. Due to the expressed concerns of parents/guardians and students regarding stress, anxiety and isolation from the pandemic, the Second Step lessons have a clear scope and sequence for grades K-8 to address these concerns. As appropriate and by grade level, the Second Step lessons for understanding feelings and emotional regulation will be prioritized to earlier in the sequence of lessons. Additional Guidance Videos with Second Step extension activities are available by grade level spans on the Health Services webpage for teachers to utilize as needs arise within the classroom. Online Second Step lessons for grades six through eight are currently being revised by the publisher. The anticipated release date is the first week of September. Guidance videos with Second Step extension activities are available for grades six through eight on the Health Services webpage

for social emotional classroom instruction until the release date of the revised Online Second Step curriculum. High school students will receive in-class guidance lessons provided by the High School Intervention Counselors on topics such as managing stress, anxiety, and bullying prevention.

Attendance will be taken on the District’s Student Information System (SIS) utilizing the District’s existing method for attendance to record daily in-person participation for each student on each school day. Attendance for asynchronous learning will include daily participation as defined to include: (1) evidence of participation in online activities (including completing assignments and assessments) or (2) daily contact between the student or parent/guardian. Students not engaged in daily participation will be marked absent. In addition to utilizing instructional platforms and Google Meet/Microsoft Teams as methods of communication throughout the week, email will be used regularly. Emails from students and families shall be responded to well within 24 hours during the school week to ensure timely feedback and/or support is provided. Unless there are different guidelines issued by the State Board of Education later, CVUSD will be adhering to the District’s grading policy set forth in Board Policy 5121.

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

For each action related to in-person instructional offerings, please enter the following information in the table:

- A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

Description	Total Funds	Contributing
Library and Media Support - Maintain additional teacher librarian at the high school level and provide library support with media technicians at the elementary and secondary school sites to support students (FY, EL, LI) and staff to access information/reference material and to build literacy in all subject areas.	\$1,305,993.54	Y
Common Core Materials - Refine current instructional materials and provide Common Core Standards aligned supplemental material to allow students to have updated materials to support learning content aligned with the State.	\$300,000.00	N
Common Core Materials - Provide Supplemental Common Core aligned materials and training to new K-12 Moderate/Severe programs to support students with disabilities and help close the gap to reduce learning loss.	\$15,000.00	Y

Description	Total Funds	Contributing
Instructional Coaches - Maintain Instructional Coaches to support staff development and build teacher capacity to support the identified unique needs of FY, EL, and LI.	\$2,698,488.00	Y
New Teacher Induction - Maintain Teacher Support for Beginning Teachers through the District sponsored CVUSD Induction Program with an emphasis on differentiated instruction which directly support the unique needs of FY, EL, or LI.	\$500,000.00	Y
Provide professional development and support for teachers/administrators to build strong instruction for all students and students with unique learning needs (FY, EL, LI): <ul style="list-style-type: none"> • Deepen staff's implementation of Professional Learning Community (PLC) to focus on the mastery of learning on the essential grade level/content standards and provide other relevant professional development for staff to differentiate for students' needs. • Train Special Education Teachers and related service providers of the essential standards and alignment to goals and services. • Provide professional development to all teachers and administrators for evidenced based best practices for all learners (Co-Plan/Co-Teach: Special Ed/General Ed). • Maintain professional development in the area of English learners. • Host bi-monthly Principals' Meetings and Assistant Principals' Meetings. • Maintain professional development in the areas of Multi-Tiered Systems of Supports-Behavior (MTSS-B). • Maintain and expand training and support for AVID. • Maintain site based professional development tailored to site needs through Instructional Coaches. • Maintain technology support for in-person instruction. 	\$1,580,000.00	Y
Student Courses – Provide student access and enrollment in required areas of study.	\$0	N
GATE – Administer universal screening to all grade 2 students and provide Gifted and Talented Education (GATE) enrichment opportunities to accelerate learning and support students with unique needs (FY, EL, LI)	\$150,000.00	Y
Music - Maintain District elementary music program to help develop language and reasoning skills for students who have experienced learning loss and enhance music operations at schools.	\$1,345,088.00	Y
Provide FTE and support our JPA, Baldy View Regional Occupational Program, at each high school in 13 industry sectors and 16 pathways in priority industry sectors as defined by the Inland Empire/Desert Regional Consortium Strong Workforce Program Regional Plan.	\$2,852,950.00	Y

Description	Total Funds	Contributing
Intensive Student Support - Provide intensive support for students (FY, EL, LI) requiring behavioral support, maintaining Intervention Specialists and Behavior Aides.	\$1,240,969.00	Y
Transportation - Continue to subsidize home to school transportation costs for eligible students (FY, EL, LI) to ensure school attendance and reduce learning loss.	\$1,710,141.00	Y
Preschool Inclusion Program - Maintain and expand preschool inclusion programs according to student needs.	\$857,329.96	N
Technology – Upgrade and replace computers and acquire technology tools to support the instructional program.	\$8,500,000.00	N
Facilities - Maintain school facilities so they are in good repair (Deferred Maintenance).	\$2,500,000.00	N
College Entrance and Readiness - Maintain California College Guidance Initiative (CCGI) to give students (FY, EL, LI) and families access to “A-G” information and application process for post-secondary institutions.	\$300,300.00	Y
College Awareness - Host College Nights at the junior high and high schools and provide opportunities for high school students (FY, EL, LI) to participate in college tours who may not have the support to access college information.	\$31,000.00	Y
A-G Promotion - Provide secondary administrators and counselors necessary training in tools to monitor CSU/UC eligibility, continued alignment of current new A-G courses with UC/CSU criteria, and A-G progress monitoring, and monitor on-track A-G progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS to ensure all students meet a-g requirements upon graduation: <ul style="list-style-type: none"> • Calibration and collaboration between admin and counselors at all sites to monitor CSU/UC eligibility. • Training for administration and counselors. 	\$0	N
Career Centers - Continue to provide Career Centers at all high schools to provide students (FY, EL, LI) college and career guidance to provide tools necessary for life beyond high school.	*Funding indicated under Distance Learning Program	Y
College Credit - Offer college credit courses (dual enrollment) at all high schools to introduce students (FY, EL, LI) to college-level course while in high school, which will result in helping students better prepare for college and potentially decrease their time to college graduation.	*Funding indicated under Distance Learning Program	Y
Alternative Education Counselor - Maintain Alternative Education Counselor to support students with unique needs, prevent learning loss, ensure coursework completion of coursework, and prepare students for college and career.	*Funding indicated under Distance Learning Program	Y

Description	Total Funds	Contributing
Advanced Placement - Subsidize AP fees for students in need (e.g. FY, EL, LI) and expand Advanced Placement course offerings to allow students to earn college credit and/or qualify for more advanced classes when students begin college.	*Funding indicated under Distance Learning Program	Y
Access & Equity Coordinator - Assist with ELD standards, instructional strategies, EL progress review; and provide professional development to support English Learners for Integrated and Designated ELD at the elementary, junior high schools, and high schools to prevent learning loss.	*Funding indicated under Distance Learning Program	Y
HS Transcript Audits – High school will perform transcript audits at the end of each semester and additional monitoring of students not “on track status” for students to graduate in four years.	\$0	N
Personal Protective Equipment – Mitigate COVID-19 spread and promote the health and safety for all	\$659,877.80	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.]

The Board of Education approved the Distance Learning 2.0 Model as an alternative to the blended learning model. Students participating in Distance Learning 2.0 were assigned an appropriately credentialed teacher. In Distance Learning 2.0, schools provide the curriculum resources and technology tools to deliver a continuity of instruction during the school year to ensure students have access to a full curriculum.

Distance Learning Classrooms 2.0 instruction will have 100% virtual direct (live, synchronous) instruction that is led and/or facilitated by the teacher on input, model, and guided practice. Instructors will have the opportunity to answer questions and provide whole group feedback and monitor student progress in a Distance Learning classroom or instructional platform. Other features include small group additional support, pre-recorded direct instruction videos, Q&A via a slide deck, discussion board/collaboration, and facilitated discussions (teacher-student and student-student). Teachers will monitor student progress via instructional platform of choice (e.g. Google Classroom/Microsoft Teams).

Virtual Office Hours will be available as on demand support for students and/or families, outside of live instruction, through Google Meet/Microsoft Teams. Virtual Office Hours includes appointments to meet with student(s)/families to answer questions; hold small group instruction by invitation or mandate; review for upcoming assessments; conduct make up assessments; and check in with students. Each class will hold a minimum of 180 minutes of office hours each week. The teacher will have the flexibility to hold them during their contractual day. Office hours are opportunities for students to have live “face time” with teachers through Google Meet or Microsoft Teams. The purpose of office hours is to have on-demand support for students and/or families, outside of direct (live, synchronous) instruction as well as appointments

to meet with student(s)/families; answer questions; hold small group instruction by invitation or mandate; review for upcoming assessments; make-up assessments; and check-in with students.

Distance Learning Classroom Webpages will be essential as they will be the information hub for teaching and learning. As such, webpages will be accessible and current with a standard Welcome Message [Welcome to “Teacher’s Name” Distance Learning Classroom]; contact information for the teacher; details on Virtual Office Hours, instructional plans/routines for the week; syllabus information like instructional platform, feedback, grading criteria, when/how work can be submitted, expectations of assessment and evidence of learning, Distance Learning student expectations, designated English language development (DELD) information/link and ClassLink access.

Direct (live, synchronous) Instruction will occur daily along with “other” teaching modalities so students can receive “face time” with their teacher(s). With the hybrid model, CVUSD will be utilizing both Google and Microsoft. Teachers will use either Google Classroom or Microsoft Teams as the means for posting assignments, collecting assignments, and providing feedback to students. In addition, district-wide instructional allotment schedule, staff has memorialized an agreement with the teachers’ guidelines for instruction which address minimum expectations for live, direct instruction and a minimum number of virtual office hours to address learning gaps with tier two intervention. There was District-wide implementation and support of three instructional platforms. Furthermore, the District provided Distance Learning training and resources for all teachers in Learning Platforms (Google Classroom, Microsoft Teams).

In addition to the District’s most recently adopted materials that have robust online and digital components for both teachers and students, an updated set of supplemental materials was provided in CTE courses, Performing Arts (i.e. instrumental and vocal music software purchased), elective courses (i.e. online platforms and software for AVID and Leadership courses), and NGSS (i.e. virtual lab software for secondary science classrooms).

Electronic and digital resources include: [CVUSD Ed Tech Classroom Resources Center](#), Wellness Assistance Hotline, Distance Learning Resources page for parents/guardians/students, Updated Single-Sign on resources for students and teachers, and Distance Learning specific training for high school ELA teachers. Instructional coaches also provide support in ELA and math essential standards, writing common formative assessments and responding to data. These supports assist with instructional continuity district-wide and when the District transitions between distance learning to in-person instruction.

The District Technology Training Specialists created a website specifically for Distance Learning resources for teachers which includes numerous video tutorials and handouts for assistance with the online learning platforms (Google Classroom/Microsoft Teams), the online components of the core curriculum (Wonders/SAVVAS, etc.), a newly purchased annotation application Kami, and much more. The Department of Assessment and Instructional Technology has hosted six voluntary professional development webinars since July to help meet teachers’ needs, ensuring they have the skills necessary to deliver online instruction with more webinars coming soon. Additionally, the tech trainers have continued to support teachers and school sites with Distance Learning as needed via a variety of modalities: phone, email, Skype, Zoom, Google Meet, etc.

Additionally, for SWDs, the case carrier and related service providers will monitor student progress, and provide support based on students’ individualized needs. An Individualized Learning Plan (ILP) has been created for every SWD in collaboration with the parent/guardian. The ILP outlines the special education program and communication that needs to take place during COVID-19 closures. Accompanying the ILP is an IEP Goals Activity form that outlines specific student activities that help support practice and progress on SWD’s IEP goals. Instructional aides and one-to-one aides are providing virtual support to SWD by participating in the virtual classroom.

In addition, the District will be incorporating social and emotional learning components. The MTSS-B Counselor will provide Tier 1 Push-In Coping Skills guidance lessons to classrooms via virtual presentation for grade levels K-8. Lessons will be conducted for every class. Lessons will be approximately 30 minutes in length. MTSS-B Group counseling will resume upon completion of Coping Skills lessons. Referrals for MTSS-B counseling services may be made by completing the “At Risk” screening form located on the MTSS-B Counselor class page. Additional Guidance Videos with Second Step extension activities are available by grade level spans on the Health Services webpage for teachers to utilize as needs arise. Counseling services for more intensive social emotional needs via Medi-Cal insurance are available through the CVUSD Behavioral Health Center. Chino Human Services will resume in August 2020.

Discussions and concerns around the Coronavirus outbreak and practicing social distancing can be stressful and impact staff and students’ mental health and well-being. It is natural for student and staff populations to feel a range of emotions, such as stress, worry, anxiety, boredom, or low mood. Resources are available on the CVUSD website for these populations. Case managers from the HOPE Resource Center and Care Closet are also available by telecommunication (phone, email, conference call) to assist with Medi-Cal and Cal Fresh applications, food bank referrals, up-to-date District information and more.

Teachers will provide direct instruction of Second Step lessons via the scope and sequence for grades K-8. A scope and sequence of Second Step lessons will be provided at the first staff meeting. As appropriate and by grade level, the Second Step lessons for understanding feelings and emotional regulation may be moved to earlier in the sequence of lessons. Online Second Step lessons for grades 6-8 are currently being revised by the publisher. The anticipated release date is the first week of September. Guidance videos with Second Step extension activities are available for grades 6-8 on the Health Services webpage for social emotional classroom instruction. Videos and extension activities are available at the CVUSD website.

In addition to utilizing instructional platforms and Google Meet/Microsoft Teams as methods of communication throughout the week, email will be used regularly. Emails from students and families shall be responded to well within 24 hours during the school week to ensure timely feedback and/or support is provided. Unless there are different guidelines issued by the State Board of Education later, CVUSD will be adhering to the District’s grading policy set forth in Board Policy 5121.

Attendance will be taken on the District’s Student Information System (SIS) utilizing the District’s existing method for attendance to record daily participation for each student on each school day. Daily participation is defined to include: (1) evidence of participation in online activities (including completing assignments and assessments) or (2) daily contact between the student or parent/guardian. Students not engaged in daily participation will be marked absent.

The weekly engagement record will be tracked through the District’s SIS to certify instruction for Distance Learning that equates to a full day of instruction on the District’s SIS. Google Meet, Microsoft Teams, or Zoom are used to support engagement through live synchronous instruction. Students who are enrolled in Distance Learning 2.0 as well as students who are participating in the blended learning program are all expected to meet the minimum instructional minutes.

If teachers need any support with Distance Learning tools provided by the District, they are advised to seek solutions in the CVUSD EdTech Notebook and/or see the resources listed on the CVUSD webpage here. Additionally, support and/or training is available to teachers by contacting the technology training specialists at techtrainers@chino.k12.ca.us. Teachers are on the frontline with students and families and are provided with details on the Community Hotline for Parents and the Family Engagement Center: To support students and families with

Distance Learning support and resources, information is posted on the Family Engagement Center website. To support English learner students and families with Distance Learning, the Access and Equity website on the CVUSD website is available.

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.]

The District utilized a survey to ascertain the technological needs of students. With the survey, the organization was able to consider the needs of teachers and families to ensure that students have access to devices and connectivity. The plan to ensure devices and connectivity supported the aims of Distance Learning. Multiple forms of communication were available including phone tree messaging, email messaging, mailers regarding technology availability and checking out devices. A district form has been published on the District and school websites to enable community members with current students in the District to request access to district-provided devices and hot spots to support families with no internet coverage at home. Families that did not have the opportunity to complete the online request for technology were also able to complete a paper form to request a device at their home site.

Students with no access to a device or reliable internet service will be provided with district technology for their use during COVID-19 school closures. Student Support Services worked closely with school sites to identify students that had not been in attendance or in communication with school sites during school closures. Home visit teams were dispatched to engage with families to identify any needs, including technological to support students in connecting and participating in distance learning. To date, over 13,000+ devices and 2,000+ Wi-Fi hot spots have been deployed. The District has reviewed the infrastructure and resources needed for students and families and considered the technology policies in place.

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.]

Student progress will be assessed through daily live instruction. The District has set student schedules for live contacts and synchronous instructional minutes that meet the State's requirements. Student attendance and participation will be recorded daily through live interaction, student or parent/guardian contact, assignment completion, assessments, and engagement in the SIS or District sponsored learning platforms. Additional codes for attendance and participation have been embedded into the system to track and monitor student progress. Participation and communication may occur through email, telephone, virtually, and through synchronous learning assignments.

The weekly engagement record will document synchronous/asynchronous instruction for each whole or partial day of Distance Learning, verifying daily participation and engagement on the District's SIS, and tracking assignments with various means which may include but is not limited to teacher grades, teacher lesson plans, and learning platforms. Students who do not participate or engage are marked absent. Google Meet, Microsoft Teams, or Zoom are used to support engagement through live synchronous instruction. Students who are enrolled in Distance Learning 2.0 as well as students who are participating in the blended learning program are all expected to meet the minimum instructional minutes. In addition to formative assessment that occurs from "bell-to-bell," the District has determined secondary content areas as well as electives regarding Essential Standards for grades 7-12. In ELA and Math, staff have administered district-wide assessments for these Essential

Standards. At the secondary level, Essential Standards Assessments include essential standards for History/Social Science and Science/Technological Literacy.

The scheduled District's instructional minutes meet the State's mandated guidelines: at least 180 daily instructional minutes for TK-K, 230 minutes for grades 1-4, and 240 minutes for grades 4-12 and the time value of work is coordinated during the live, synchronous instruction. The certificated teacher of record will complete the attendance task.

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.]

Professional development support covers an array of technology needs, teaching, and learning for students with unique needs, social and emotional learning, Distance Learning procedures, curriculum materials, and new teacher onboarding and embedding into an induction program. COVID-19 directly impacted the CVUSD Teacher Induction Program by causing all mentor trainings, candidate and mentoring sessions, candidate observations, advisements, and information meetings to be converted to virtual platforms, utilizing both synchronous and asynchronous formats. In addition, as intern programs were impacted by intern teachers not being able to complete all the intern requirements, interns may be coming to the district on "Variable Term Waivers" where the induction program and mentors will be required to work with induction candidates as they complete the intern requirements, such as the RICA and their TPAs or TPEs. Increased training for mentors and the program director is needed as these have not previously been included in any induction program.

Instructional Coaches have provided teachers professional development in utilizing the different curricular resources in ELA and Math in virtual settings. Teachers have learned how to digitally create and collect assignments, differentiate assignments and instruction, and provide timely feedback utilizing virtual platforms. Instructional Coaches have provided teachers of English learners with a menu of services and resources. Professional Development opportunities such as READ180/System 44 training, How to Use Chrome Translations via Zoom, Designated English Language Development (DELD) within the Wonders Curriculum, DELD instruction for a Combination Class, as well as engagement strategies to support oral production in a virtual setting have been provided. Support and resources on accessing Newcomer resources, Wonders Digital Tools, ELPAC, Digital Resources, and lesson planning are also available. Collaboration meetings are scheduled with teachers of English learners to determine continued support needs for pupils. The District Technology Training Specialists created a website specifically for Distance Learning resources for teachers that includes numerous video tutorials and handouts for assistance with the online learning platforms (Google Classroom/Microsoft Teams), the online components of the core curriculum (Wonders/SAVVAS, etc.), a newly purchased annotation application Kami, and much more. The Department of Assessment and Instructional Technology has hosted six voluntary professional development webinars since July to help meet teachers' needs, ensuring they have the skills necessary to deliver online instruction with more webinars coming soon. Additionally, the tech trainers have continued to support teachers and school sites with Distance Learning as needed via a variety of modalities: phone, email, Skype, Zoom, Google Meet, etc.

The Special Education Instructional Coaches offer trainings to support SWD in areas of developing Individualized Learning Plans (ILPs), IEP Goals Activities, Universal Design for Learning, Collaboration/Co-teaching, Essential Standards' Based IEPs, and Behavior Support. Virtual platforms/technology trainings have also been provided to all related service providers.

Staff Roles and Responsibilities

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

Staff have had to adjust their responsibilities to meet the needs of the students and the site as a result of COVID-19. The District has existing roles to support staff and students as a result of COVID-19, including technology trainers, instructional coaches, mentors, health technicians, and nurses. COVID-19 changed various roles and responsibilities in shifting to adapt to the crisis. For example, technology trainers, instructional coaches, and mentors all showed increased support to assist teachers with learning platforms and navigating a new technological world. Nurses and health technicians will share health and safety procedures with staff. Risk management and health services assisted in contact tracing.

Purchasing worked in procuring personal protective equipment while staff and administrators executed passive and active screening. Custodians managed increased cleaning and disinfecting of sites while community liaisons and those involved in family engagement performed communication tasks related to the COVID-19 response. The communication strategies undertaken by the District emphasized safety measures and mental health and well-being supports. Communication efforts also outlined the processes for parent and guardians in relation to new systems put in place.

Additionally, Bus Drivers will perform alternate work as Instructional Aides to support loss of instruction, custodial, and in the maintenance department while students are in Distance Learning. Library Media Assistants will perform alternate work as Instructional Aides while students are in Distance Learning. This has eased the workload for certificated teachers trying to teach in a virtual world by providing another option for the teachers in meeting the individual needs of students and will reduce the stress related to accomplishing this task. Likewise, for staff who are immunocompromised and are taking office leave due to the risk of COVID-19, the extra support from the custodial and maintenance teams will alleviate the stress and anxiety from maintain clean and safe campuses for essential work.

Supports for Pupils with Unique Needs

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

The District will coordinate efforts to support the needs of English learners, foster youth, SWD, and socio-economically disadvantaged students during Distance Learning. CVUSD provides support for students with unique needs and assessments assist staff in analyzing data, identifying shifts and changes to meet student needs, and implementing intervention strategies. Communication protocols, online learning platforms, and expectations are coherent and consistent to engage students with unique needs.

CVUSD understands that COVID-19 has been disruptive on students' daily lives and has heightened worries all families experience in these high stress situations. English learners will continue to receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level and appropriate academic instruction in a language acquisition program. The District will ensure that English learners have the tools needed to engage in the curriculum, including having access to the necessary technology. Instructors will track students' progress and support those who are not making progress to proficiency. Information has been translated when possible to make it accessible for parents and working with parents is key to success during Distance Learning.

In addition, Instructional Coaches will support teachers with English learner resources. The development and planning of grade-level lessons with a focus on preparing lessons will make language and content learning visible for the students and incorporate linguistic supports within the assignments. Instructional Coaches have provided teachers of English learners with a menu of services and resources. Professional Development opportunities such as READ180/System 44 training, How to Use Chrome Translations via Zoom, Designated English Language Development (DELD) within the Wonders Curriculum, DELD instruction for a Combination Class, as well as engagement strategies to support oral production in a virtual setting have been provided. Support and resources on accessing Newcomer resources, Wonders Digital Tools, ELPAC, Digital Resources, and lesson planning are also available. Collaboration meetings are scheduled with teachers of English learners to determine continued support needs.

Administration, school site staff, and bilingual school community liaisons will help with device checkout, translations, and phone calls home to aid teachers in making student contact and getting feedback on student needs. The Coordinator of Family Engagement will continue to offer remote, small group, and one-on-one tutorial on learning management platforms and videoconferencing tools for home learning in both English and Spanish. Support for families is also provided through resources located on the Family Engagement home page. To address identified student and parent needs, workshops and trainings have been scheduled in the areas of Health and Wellness, Technology Support, and strategies to support academic learning at home. Translation is provided for all workshops. Along with communication through the District's electronic school messenger, Title I school families will receive a mailer with information on resources for technology, mental wellness, and academic support.

Students in foster care and those experiencing homelessness can be assured that CUVSD will ensure that the social-emotional and physical health needs are addressed. During Distance Learning, services to foster youth students have continued and support stability, engagement, and advocacy; this includes progress monitoring, advocating, recording requests, arranging virtual support services, communicating policy/procedure changes, and ensuring all seniors are on track to graduate. In addition, technological needs were met such as assisting with virtual classrooms; supporting caregivers with social-emotional check-ins and strength-based counseling; assessing evolving needs and referrals for enhanced supports; promoting student/teacher engagement; and collaborating with students' family team on their well-being and academic success. Moreover, the foster youth liaison provided guidance with post-secondary inquiries, financial aid, scholarships, college majors, and transitions to independent living.

Additionally, SWDs receives support from their teacher, case-carrier and related service providers as applicable. It is the District's intent to implement every IEP to the extent possible. Case carriers are providing the IEP at-a-glance details that include goals and accommodations for each student to teachers of the student. An Individualized Learning Plan (ILP) has been created for every SWD in collaboration with the parent/guardian. The ILP outlines the special education program and communication that needs to take place during COVID-19 closures. Accompanying the ILP is an IEP Goals Activity form that outlines specific student activities that help support practice and progress on SWD's IEP goals. Under the supervision of the teacher, additional support is provided by instructional aides and one-to-one aides who provide for small group and one-to-one academic practice and intervention when applicable.

Furthermore, Health Services has supported students and families through a variety of services. The Health Clinic has provided telehealth services to students and will conduct three drive-through immunization clinics. School nurses have supported Individualized Educational Plan teams and schools with registration remotely. The Helping Our People Everyday (HOPE) Program provides remote case management, referrals, and weekend food backpacks for students. The Multi-Tiered Systems of Support Behavior counselors have developed lessons to

support remote home instruction, provided referrals to families, and conducted telephone check-ins with students and families. The Health Services website has an abundance of local resources for families ranging from food, job, counseling, and community support resources.

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

For each action related to the Distance Learning Program, please enter the following information in the table:

- A description of what the action is. This may include a description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

Description	Total Funds	Contributing
Common Core Materials - Refine current instructional materials and provide Common Core Standards aligned supplemental material to allow students to have updated materials to support learning content aligned with the State.	*Funding indicated under In-Person Instructional Offerings	N
Common Core Materials - Provide Supplemental Common Core aligned materials and training to new K-12 Moderate/Severe programs to support instruction.	*Funding indicated under In-Person Instructional Offerings	Y
Instructional Coaches - Maintain Instructional Coaches to support staff development and build teacher capacity.	*Funding indicated under In-Person Instructional Offerings	Y
New Teacher Induction - Maintain Teacher Support for Beginning Teachers through the district sponsored CVUSD Induction Program.	*Funding indicated under In-Person Instructional Offerings	Y

Description	Total Funds	Contributing
<p>Provide professional development and support for teachers/administrators to build strong instruction for all students and students with unique learning needs (e.g. FY, EL, LI):</p> <ul style="list-style-type: none"> • Deepen staff's implementation of Professional Learning Community (PLC) to focus on the mastery of learning on the essential grade level/content standards and provide other relevant professional development for staff to differentiate for students' needs. • Train Special Education Teachers and related service providers of the essential standards and alignment to goals and services. • Provide professional development to all teachers and administrators for evidenced based best practices for all learners (Co-Plan/Co-Teach: Special Ed/General Ed). • Maintain professional development in the area of English learners. • Host bi-monthly Principals' Meetings and Assistant Principals' Meetings. • Maintain professional development in the areas of Multi-Tiered Systems of Supports-Behavior (MTSS-B). • Maintain and expand training and support for AVID. • Maintain site based professional development tailored to site needs through Instructional Coaches. • Maintain technology support for in-person instruction. 	*Funding indicated under In-Person Instructional Offerings	Y
Student Courses – Maintain student access and enrollment in required areas of study.	\$0	N
GATE – Administer universal screening to all grade 2 students and provide Gifted and Talented Education (GATE) enrichment opportunities to accelerate learning and support students with unique needs (e.g. FY, EL, LI)	*Funding indicated under In-Person Instructional Offerings	Y
Provide FTE and support our JPA, Baldy View Regional Occupational Program, at each high school in 13 industry sectors and 16 pathways in priority industry sectors as defined by the Inland Empire/Desert Regional Consortium Strong Workforce Program Regional Plan.	*Funding indicated under In-Person Instructional Offerings	Y
Intensive Student Support - Provide intensive support for students (e.g. FY, EL, LI) requiring behavioral support, maintaining Intervention Specialists and Behavior Aides.	*Funding indicated under In-Person Instructional Offerings	Y

Description	Total Funds	Contributing
Preschool Inclusion Program - Maintain and expand preschool inclusion programs according to student needs.	*Funding indicated under In-Person Instructional Offerings	N
Technology – Upgrade and replace computers and acquire technology tools to support the instructional program and to provide students with technology devices and accessibility.	*Funding indicated under In-Person Instructional Offerings	N
College Entrance and Readiness - Maintain California College Guidance Initiative (CCGI) to give students (e.g. FY, EL, LI) and families access to “A-G” information and application process for post-secondary institutions.	*Funding indicated under In-Person Instructional Offerings	Y
College Awareness - Host College Nights at the junior high and high schools and provide opportunities for high school students (e.g. FY, EL, LI) to participate in college tours who may not have the support to access college information.	*Funding indicated under In-Person Instructional Offerings	Y
A-G Promotion - Provide secondary administrators and counselors training in tools to monitor CSU/UC eligibility, continued alignment of current new A-G courses with UC/CSU criteria, “A-G” progress monitoring, and monitor on-track A-G progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS to ensure all students meet a-g requirements upon graduation: <ul style="list-style-type: none"> • Calibration and collaboration between admin and counselors at all sites to monitor CSU/UC eligibility. • Training for administration and counselors. 	\$0	N
Career Centers - Continue to provide Career Centers at all high schools to provide students (FY, EL, LI) college and career guidance to provide tools necessary for life beyond high school.	\$219,638.00	Y

Description	Total Funds	Contributing
College Credit - Offer college credit courses (dual enrollment) at all high schools to introduce students (FY, EL, LI) to college-level course while in high school, which will result in helping students better prepare for college and potentially decrease their time to college graduation.	\$10,000.00	Y
Alternative Education Counselor - Maintain Alternative Education Counselor to support students with unique needs, prevent learning loss, ensure coursework completion of coursework, and prepare students for college and career.	\$148,169.00	Y
Advanced Placement - Subsidize AP fees for students in need (FY, EL, LI) and expand Advanced Placement course offerings to allow students to earn college credit and/or qualify for more advanced classes when students begin college.	\$235,000.00	Y
Access & Equity Coordinator - Assist with ELD standards, instructional strategies, EL progress review; and provide professional development to support English Learners for Integrated and Designated ELD at the elementary, junior high schools, and high schools to prevent learning loss.	\$310,682.00	Y
HS Transcript Audits – High school will perform transcript audits at the end of each semester and additional monitoring of students not “on track status” for students to graduate in four years.	\$0	N
Personal Protective Equipment – Mitigate COVID-19 spread and promote the health and safety for all	*Funding indicated under In-Person Instructional Offerings	N

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.]

To address learning loss and provide remediation, the District will measure learning status through a variety of formative and summative assessments. The District will administer the Essential Standards Assessment to students in all grades. The assessment will be administered three times during the school year for English language Arts and mathematics. All teachers were trained extensively in Formative Assessment techniques in district-wide professional development series with Solution Tree. All junior high school students also participate in at least two standardized reading inventories a year. This will measure learning loss as a result of COVID-19 as well as assist to monitor student progress.

Through the Professional Learning Communities, administration and leadership teams will continue to develop and analyze common formative assessments (CFA) results to monitor student learning particularly in the areas of English language arts, mathematics, English language development, and all other content areas (e.g. Social Science, Science, World Languages) on a weekly basis to ensure essential targets are being met. CFAs are also administered prior to the completion of a unit. CFAs are developed to ensure the essential standards/unit help to inform instruction and to indicate student progression toward mastery. The CFAs assist in empowering both teacher and their students. CFAs enhance and define learning goals, increase rigor, improve academic achievement, increase student motivation and engagement, allows for targeted and focused feedback, personalizes the learning experience, and assists the learner in self-regulation. Additionally, English language learners are measured and monitored by an examination of their annual ELPAC proficiency, weekly CFAs, unit assessments embedded in their core curriculum, daily/weekly writing samples, established benchmarks for expected growth in and progress toward IEP goals, if applicable. Students are provided ample opportunities for discussion and meaningful content interaction with students. Staff will focus on a continuous learning model and learning targets will be established and explicitly communicated to students. Students are tasked with an essential question or learning target at the beginning of instruction and are frequently referred to question and learning target.

Virtual learning environments may include check-ins for a week's lessons and activities to support learning loss. Feedback will be timely, specific, and actionable, either through written or oral communication, videos or sound recordings, teacher-to-student, or student-to-student feedback in online breakout sessions.

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.]

The District has established essential standards that serve as the academic priority for all students to address learning loss and accelerate learning progress for students. Core instruction is expected, which includes differentiation/small groups for meeting the needs of students with unique needs. Access and increased exposure to grade-level appropriate content will support learning loss. Additionally, the focus on the social-emotional well-being of students will provide the needed support for learning. Tiered targeted intervention will be provided in the classroom based on individual student needs.

Strategies to address learning loss and accelerate learning progress for students, will be used as needed for English learners; low-income students; foster youth; SWD; and students experiencing homelessness. These strategies will include telephone calls, meetings held on digital platforms, supplemental resources, documentation of services, supports, accommodations, and instructional packets.

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California, and the guiding principles identified in the California EL Roadmap Policy will guide the implementation of Distance Learning instruction. English learners will focus on the same rigorous grade-level academic standards and will continue to receive designated and integrated English language development instruction target to their proficiency level. Instructional schedules have been established to include daily Designated ELD, Instructional Coaches have provided teachers of English learners with professional development in READ180/System 44, Translate Chrome Extension via Zoom, Designated ELD/Wonders Curriculum, DELD instruction in a Combination Class, and strategies to increase engagement and support oral production in a virtual setting. Support and resources have also been provided on accessing Newcomer resources,

Wonders Digital Tools, ELPAC, Digital Resources, and lesson planning. Collaboration meetings are scheduled with teachers of English learners to determine support needs for teachers and students and to progress monitor academic achievement and plan for the support needed to address identified academic concerns.

Through the District Foster Youth Liaison and the District Social Worker, the needs of homeless and foster youth will continue to be served. Resources and supports related to education and health, including social/emotional, that have been intensified by the pandemic will be provided. Additionally, the District will continue to provide access to academic tutors and mental health providers to support students virtually or on-site at school. CVUSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities.

The Family Engagement Center supported school sites in contacting no show students. In addition to locating students that had made no contact with teachers, the Family Engagement Center reached out to EL and Title 1 families as part of a check-in process to identify resources needed as expressed by parents and student. The Family Engagement Center employs two staff members; due to the pandemic, the volume of families being served made it necessary to elicit the help of site community liaisons to continue the support of families. The Family Engagement Center continues to provide one to one virtual and/or in-person training in the following areas: Google Suite, ClassLink, and Technology. Tutorials are being offered both in-person and virtually to families to ensure both students and parents are proficient in navigating and accessing virtual instruction.

SWD will be served across the full continuum of placements receiving support from their teacher(s), case manager, and related service providers. They will be fully integrated into every aspect of the preparation and participation of the instructional model with teachers utilizing a universal design for learning model focusing on essential standards. Teachers will implement accommodations and other supports as per the students' Individualized Education Plan (IEP). When necessary, the IEP team will address potential learning loss and the student's ability to recoup, by reviewing present levels, progress on IEP goals, accommodations, and services to determine if additional support is needed.

To support all student populations and their individual learning needs, additional office hours will be utilized to discuss real-time feedback with students. Staff will engage with students to figure out learning barriers and find innovative ways to meet their needs. Academic and social-emotional supports or differentiated instruction will be provided to students who are struggling and those students needing enrichment.

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.]

To measure the effectiveness of services and supports provided to address learning loss, CVUSD has instituted the SMART (specific, measurable, actionable, realistic, timely) goal cycle and will be monitoring SMART goals developed along with the results of the Essential Standards Assessment and District benchmarks. . All CVUSD schools have determined “checkpoints” and staff are committed to using the data from those checkpoints with their site PLCs to help determine responses based on results. The ESAs and District benchmarks provide baselines for measuring effectiveness of service and supports provided to address learning loss.

The District will complete the dual obligation to provide English learners a program designed to overcome language barriers while making progress towards grade-level academic achievement. The SMART goals will help in measuring the effectiveness of services or supports provided to address learning loss.

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

Description	Total Funds	Contributing
After School Tutoring - Provide academic tutoring services: Foster youth, Homeless students, Afterschool Programs (ASES/Child Development) to support academic instruction.	\$100,000.00	Y
Additional support provided for students (e.g. FY, EL, LI) as needed through teacher office hours for individualized instruction, small group instruction, and differentiated instructional strategies.	\$0	Y
A-G Promotion - Provide secondary administrators and counselors training in tools to monitor CSU/UC eligibility, continued alignment of current new A-G courses with UC/CSU criteria, “A-G” progress monitoring, and monitor on-track A-G progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS to ensure all students meet a-g requirements upon graduation: <ul style="list-style-type: none"> • Calibration and collaboration between admin and counselors at all sites to monitor CSU/UC eligibility. • Training for administration and counselors. 	\$0	N
College Credit - Offer college credit courses (dual enrollment) at all high schools	*Funding indicated under Distance Learning Program	Y
Alternative Education Counselor - Maintain Alternative Education Counselor to support students with unique needs, prevent learning loss, ensure coursework completion of coursework, and prepare students for college and career.	*Funding indicated under Distance Learning Program	Y
Access & Equity Coordinator - Assist with ELD standards, instructional strategies, EL progress review; and provide professional development to support English Learners for Integrated and Designated ELD at the elementary, junior high schools, and high schools to prevent learning loss.	*Funding indicated under Distance Learning Program	Y
HS Transcript Audits – High school will perform transcript audits at the end of each semester and additional monitoring of students not “on track status” for students to graduate in four years.	\$0	N

Description	Total Funds	Contributing
Attendance - Monitor students with chronic absenteeism and work with families to ensure their attendance improves and to prevent learning loss.	\$0	Y
High School Intervention Counselors (K-12) Maintain High School K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B) to mitigate learning loss, ensure attendance, engagement at school, and monitor of physical and emotional well-being of students (e.g. FY, EL, LI).	*Funding indicated under Additional Actions	Y
McKinney Vento Grant Program - Provide case management and clinical support for students (e.g. FY, EL, LI) and families and training for staff to promote continuity of learning and prevent learning loss.	*Funding indicated under Additional Actions	Y
School-Based Health Services Maintain school nurses and health technicians to support and monitor students who have health related issues to reduce chronic absenteeism and to promote student (e.g. FY, EL, LI) connectedness and continuity of learning.	*Funding indicated under Additional Actions	Y
Supplemental Education for K-12 - Provide additional time and supplemental education for all students who need additional academic supports (e.g. credit recovery, summer school, after school) and to support learning loss.	*Funding indicated under Additional Actions	N
Family Engagement Center - Parent, School Community Specialist, and personnel to provide trainings to school personnel and parents/guardians to build school to home partnerships, promote school connectedness, and prevent learning loss. School sites will offer training or workshops for parents/guardians that are linked to student learning and/or social emotional development and growth	*Funding indicated under Additional Actions	Y
Bilingual Translation Services - Utilize bilingual translation and interpretation to ensure understanding of District communications and provide classified bilingual clerks for schools whose non-English designated language is greater than 14% to ensure an increase in parent communication and school engagement with regards to school programs, policies, and practices while supporting students' and parents' connectedness to school.	*Funding indicated under Additional Actions	Y
CVUSD Health Center - Manage the Health Center, which provides direct medical care including immunizations for at risk students (e.g. FY, EL, LI) to increase access to health care services and ensures regular school attendance to prevent learning loss.	*Funding indicated under Additional Actions	Y

Description	Total Funds	Contributing
Foster Youth Counselor and Clerk - Maintain Foster Youth Counselor and clerk to provide student and family support and provide tools/training for Foster Youth Intake and support staff.	*Funding indicated under Additional Actions	Y
HOPE Resource Center - Provide additional supports (i.e. school supplies, hygiene items, clothing, etc.) to disadvantaged students (e.g. FY, EL, LI) and families through the HOPE Resource Center at DAL, Dickson, Walnut, Dickey, CHS, AEC and satellites at Chino High, Newman, Ramona, Marshall; Tykes: TYKES (Early Literacy) program for parents/families with children who are younger than age five; and provide case management assessment of family functioning, training for optimal development of all children and prevent learning loss.	*Funding indicated under Additional Actions	Y

For each action addressing Pupil Learning Loss, please enter the following information in the table below:

- A description of what the action is. This may include a description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

Please add additional rows, as necessary.

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.]

Health Services continues to support the mental health and social and emotional well-being of our students and staff for the 2020-21 school year through a variety of support services. The Health Clinic provides direct care to our students including immunizations, well-child check-ups, medical case management, and referrals for students requiring a higher level of medical care. The school nurses provide staff training and support for student medical procedures. There is a training emphasis on the guidelines for re-opening related to COVID-19. School nurses developed comprehensive care plans for students with medical needs and will assist the staff in providing medically appropriate support of students within the classroom settings. Staff training is provided regarding the CDC and Public Health guidelines for students presenting with symptoms of COVID-19 for screening, isolation, and contact tracing. The Lead Nurse interfaces with the county public health department and works closely with the school nurses, families, and school site administration. Parent education is offered for COVID-19, health and safety practices, and home screening procedures for the signs and symptoms of COVID-19. Additionally, the school nurses provide referrals to assist parents/guardians in obtaining medical services for their student/s.

The Helping Our People Everyday (HOPE) Program provides case management for students in the McKinney-Vento program and for students and families experiencing socio-economic difficulties. HOPE provides referrals for community resources and assists families in applying for Medi-Cal through case management. Case managers assist families in accessing a multitude of community resources. Tutoring is provided for students requiring academic support. The CARE Closet provides clothing, school supplies, and weekend food backpacks for students in need. HOPE works collaboratively with city and county services to secure support and resources for CVUSD families. The Health Services website has an abundance of local resources for families ranging from food, job, counseling, and community support resources.

The Multi-Tiered Systems of Support Behavior (MTSS-B) counselors provide staff development to assist teachers in meeting the social emotional needs of students. The counselors developed video guidance lessons to support Distance Learning instruction and deliver coping skills lessons to K-8 grade students. Teachers deliver social-emotional learning curriculum in grade PK-8 classes to support the social emotional development of CVUSD students utilizing Second Step curriculum. High School students receive classroom lessons and video guidance lessons developed by the High School Intervention Counselors. MTSS-B counselors provide small group and individual counseling services to students requiring more intensive counseling supports.

A CVUSD Wellness Assistance Line for the 2020-21 school year connects families and students to resources; the HOPE provides the same service. The line is managed by the MTSS-B counselors to provide referrals and resources to parents/guardians with students experiencing social emotional difficulties. The Health Clinic and the Behavioral Health Center also make appropriate referrals for families. Some staff (classified) have reached out to the Health Clinic for support and referrals.

For staff and families, the District provides extensive information on the website; the site highlights COVID news and provides mental-health related referrals resources. The website link is as follows: <https://www.chino.k12.ca.us/Page/36725>

The District is also currently exploring trauma-informed care. The team visited a trauma-informed school district in February and had planned to contract with a trainer to provide initial training to counselors. The trainer of trainer model would then be initiated and completed. Training is planned to resume in the upcoming months.

Pupil and Family Engagement and Outreach

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

During this unprecedented time, CVUSD will continue its community outreach through the AERIES communication system which allows for personalized, translated, and automated phone and email communication. Messages are also posted on the District website and social media outlets to communicate important information and promote ongoing communication. Phone messages, email, and mailers are also sent home to students and parents/guardians when students are not meeting compulsory education requirements or is not engaging in instruction. In addition, the Family Engagement Center provides outreach to families to provide a variety of supports to students and families such as parent education and local resources. The Family Engagement Center (FEC) staff collaborates with site community liaisons monthly to dialogue,

review, and strategize a plan to ensure parents and families have the necessary resources and tools to support their students with Distance Learning. These resources and tools include how to navigate the FEC page so parents can access resources listed. Community liaisons complete phone check-ins with parents/guardians in their home language to create opportunities for them to express their needs and to review district and community resources that address expressed concerns. The FEC staff also works with the site community liaisons to formulate plans to disseminate this information and keep parents/guardians informed and encourages their participation at board meetings and DELAC meetings. This allows for their voices to be heard and take part of the decision-making process. The FEC staff collaborates with Student Support Services planning home visits for no show/disengaged students. Due to the increasing need in technology and support for parents and students, the FEC staff has also partnered with the HOPE Center to train their staff on technology in order for their staff to assist parents and students with expressed technology needs in order to remove any barriers to engagement.

The No Show Process has been developed to provide a specific, proactive approach for tiered reengagement strategies for students who are absent from Distance Learning. Office staff verifies current contact information for each student occurs throughout the school year. Families receive an automated courtesy phone call in their primary language when their student is absent. In tier one, the teacher initiates contact with student and families through telephone calls or emails and discusses any concerns if contact is made; these communications are maintained in a contact log. If a student has been absent three consecutive days, the teacher will notify their administrator. Clear positive attendance expectations are communicated to the families. PBIS for remote learning and positive attendance/engagement are also acknowledged.

For tier two, after three schooldays or 60 percent of the instructional days in a school week of no contact or no work submitted, administrative staff will ensure that all available measures to contact student and family have been exhausted; if contact is not made, the administration will request a home visit. School site intervention meetings are held. Family engagement and referral options are provided.

For tier three, home visit requests are processed within 48 hours of receipt. Home visit results are then posted within 48 hours of the visit. The home visit team will continue to attempt to make contact.

For tier four, SART/SARB reengagement processes will go into effect. Success in school is dependent upon daily on-time school attendance. A student missing more than 30 minutes of instruction without an excuse three times during the school year will receive notification from school administration. Moreover, six to nine similar absences will trigger a School Attendance Review Team and or School Attendance Review Board meeting, including, but not limited to, site and district staff as well as county and community agencies to provide parental support for student success.

Additionally, site EL Coordinators are responsible to make ongoing contact with teachers to ensure that their EL students are connecting and to address any barriers they may discover. The site administrative team, along with the teacher, identify and communicate absences. Follow up with student and families are held and intervention plans are created. Designated ELD is embedded into the daily schedule along with small group instruction for additional support in ELA and Math for those students most at risk including our EL students. Live interactive instruction is emphasized to provide our EL students the opportunity to practice the language skills being taught and make progress toward their English language proficiency. To provide guidance to teachers on implementing best practices on teaching EL students in Distance Learning, district instructional coaches assist with ELA/ELD lesson planning and hold teacher collaborative meetings to share what is working and provide support where needed. To assist site administrators with academic progress monitoring of EL students, workshops are being offered in building understanding of Integrated ELD and addressing EL student needs while in Distance Learning. Daily instructional schedules also include time set aside to address Tier I social-emotional needs using the Second Step curriculum program. Behavior Intervention counselors provide small group intervention for students identified as needing more support. Resources, referrals, and support to address the needs of our most at-risk

students is a collaborative effort between school site staff, Family Engagement Center, HOPE Center, Student Support, Nutrition, and Health Services.

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.]

Nutrition Services will safely offer daily school meals for all students regardless of meal eligibility. All meals will be pre-packaged to ensure the safety of CVUSD students and staff. Daily curbside meals will be safely offered at selected sites for students participating in any form of Distance Learning instruction. One breakfast and one lunch meal will be offered together approximately mid-day allowing students to consume their meals safely off-site and in the comfort of their homes. Nutrition Services will also offer daily school meals to all students participating in any form of traditional in-person instruction when on campus. Breakfast meals will be offered traditionally at participating sites for 30 minutes before school instruction to students when on campus. Lunch meals will be offered traditionally in-person to students when on campus during their designated lunch period. A point of sale terminal will record the transactions of all meals served. A successful nutrition program is a key component to the CVUSD educational environment and school meals protect the most vulnerable children against hunger, boosting learning and helping students before the best academically. School meal distribution sites were selected based on several factors. One (1) K-8, three (3) junior high, and two (2) high schools were selected primarily due to their centralized locations throughout the district boundaries. Additionally, the kitchens are equipped to produce many meals and staff can maintain them at safe holding temperatures. Five (5) elementary sites were selected based on the high numbers of Free or Reduced priced meals and high meal participation during the regular school year.

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

This table should include additional actions related to the implementation of the Learning Continuity Plan that are not already included in the plan, including any actions related to the Mental Health and Social Emotional Well Being, Pupil and Family Engagement and Outreach, and School Nutrition Sections of the plan if needed. If applicable, please enter the following information in the table:

- The section of the Learning Continuity Plan related to the action described. If the actions and expenditures described in this table do not apply to one section the LEA may put “N/A.”
- A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable.
- Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

Section	Description	Total Funds	Contributing
High School Intervention Counselors (K-12)	Maintain High School K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B) to mitigate learning loss, ensure attendance, engagement at school, and monitor of physical and emotional well-being of students (FY, EL, LI).	\$491,847.00	Y
Multi-Tiered Systems of Support-Behavior (MTSS-B)	Support the implementation and maintenance of Multi-Tiered Systems of Support for Behavior (MTSS-B) to ensure attendance, engagement at school, and monitor of physical and emotional well-being through the data driven decision model PBIS/MTSS-B (FY, EL, LI): <ul style="list-style-type: none"> • Provide materials and measurement tools for PBIS/MTSS-B. • Maintain K-12 intervention counselors. 	\$1,748,054.00	Y
Buena Vista Infant Toddler Center	Continue to augment teaching staff beyond Buena Vista's base school allocation to improve student connectedness with school, which includes the instructional aide to support the infant/toddler program at BV in order for students to complete their coursework (FY, EL, LI)	\$1,026,375.00	Y
McKinney Vento Grant Program	Provide case management and clinical support for students (FY, EL, LI) and families and training for staff to promote continuity of learning and prevent learning loss.	\$239,522.00	Y
Mental Health Services (Licensed Therapists)	Provide mental health services (MTSS-B) to Don Lugo HS, Buena Vista, CVLA, and maintain Behavior Intervention Counselors for Educationally Related Mental Health Services (ERMHS) for students with disabilities to develop coping strategies and positive behaviors and supports for our students dealing with depression and not receiving outside counseling to enhance student engagement.	\$1,349,984.00	N

School-Based Health Services	Maintain school nurses and health technicians to support and monitor students who have health related issues to reduce chronic absenteeism and to promote student (FY, EL, LI) connectedness and continuity of learning,	\$3,292,954.00	Y
Suicide Prevention Training	Provide suicide prevention training to secondary school staff and community and at-risk screenings to assess the emotional well-being.	\$10,000.00	N
Attendance	Monitor students with chronic absenteeism and work with families to ensure their attendance improves and to prevent learning loss.	\$0	Y
“Other Means of Correction”	Continue professional development to school site administrators on “Other Means of Correction” for suspension and expulsion.	\$0	N
Community Day School	Support Community Day School (CVLA) for students behaviorally at risk to promote continuity of learning and prevent learning loss.	\$619,030.00	Y
Student Support Services	Support Student Support Services Department with policies, procedures, and criteria for appropriate program placement (FY) for students to meet academic and behavioral needs.	\$922,830.00	Y
Boys Republic High School	Maintain Boys Republic School for FY court appointed students in grades 9-12 to promote continuity of learning.	\$2,400,976.00	Y
Supplemental Education for K-12	Provide additional time and supplemental education for all students who need additional academic supports (e.g. credit recovery, summer school, after school) and to support learning loss.	\$401,826.00	N
School Quality Survey	Administer an annual school quality survey to measure student, parent and family connectedness and engagement with their school and to assess report of feeling safe and connected to their school.	\$40,000.00	N
Family Engagement Center	Parent, School Community Specialist, and personnel to provide trainings to school personnel and parents/guardians to build school to home partnerships, promote school connectedness, and prevent learning loss. School sites will offer training or workshops for parents/guardians that are linked to student learning and/or social emotional development and growth	\$200,000.00	Y

School Governance	Promote family participation through school governance: school sites to hold at least four (4) School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC) meetings every year to collaborate with parents and students for site decision making as a required stakeholder group.	\$0	Y
Bilingual Translation Services	Utilize bilingual translation and interpretation to ensure understanding of District communications and provide classified bilingual clerks for schools whose non-English designated language is greater than 14% to ensure an increase in parent communication and school engagement with regards to school programs, policies, and practices while supporting students' and parents' connectedness to school.	\$30,000.00	Y
Parent Information Forum	Conduct parent/guardian forums for schools/community to provide information regarding social trends for school age students while building a home/school community connection.	\$5,000.00	Y
CVUSD Health Center	Manage the Health Center, which provides direct medical care including immunizations for at risk students (FY, EL, LI) to increase access to health care services and ensures regular school attendance to prevent learning loss.	\$300,000.00	Y
Foster Youth Counselor and Clerk	Maintain Foster Youth Counselor and clerk to provide student and family support and provide tools/training for Foster Youth Intake and support staff.	\$215,789.00	Y
HOPE Resource Center	Provide additional supports (i.e. school supplies, hygiene items, clothing, etc.) to disadvantaged students (FY, EL, LI) and families through the HOPE Resource Center at DAL, Dickson, Walnut, Dickey, CHS, AEC and satellites at Chino High, Newman, Ramona, Marshall; Tykes: TYKES (Early Literacy) program for parents/families with children who are younger than age five; provide case management assessment of family functioning, training for optimal development of all children; and prevent learning loss.	\$784,995.00	Y
Chino Human Services	Individual counseling services provided by Chino Human Services to support students' social emotional development for K-12 students	\$85,000.00	Y

	to develop coping strategies and positive behaviors and supports for students dealing with depression and not receiving outside counseling to promote continuity of learning and enhance student engagement.		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the Learning Continuity Plan year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the Learning Continuity Plan.

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.06 %	\$22,991,922.00

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.]

Chino Valley Unified School District's Unduplicated Pupil Percentage projected for the 2020-21 school year is 50.26%.

The needs of foster youth, English learners, and low-income students were at the forefront of CUVSD considerations as the District began planning its response to continuing teaching and learning during a pandemic. The Learning Continuity Plan is formed with the input from all stakeholder groups as well as student data to contribute to the increased and improved services requirements for foster youth, English learners, and low-income students.

The Learning Continuity Plan is formed to contribute to the increased and improved services requirements for foster youth, English learners, and low-income students. Assessments will be used to identify specific areas where instruction or intervention may be needed to improve student learning. The school sites may consider scheduling universal screening at a variety of intervals. Formative assessments and progress monitoring may take place during the lesson to provide actionable information about students' learning status. Teachers can then use the data to adjust instruction to ensure student progress toward learning goal. CVUSD has a clearly defined multitiered system of support that includes guidance for implementing various tiered strategies.

Collaboration is key to contributing to the increased and improved services for foster youth, English learners, and low-income students. Staff has considered practices such as telephone calls, meetings held on digital platforms, and online options for documentation of services. In addition, non-technology-based strategies have been reviewed as well such as providing instructional packets or assigning projects and written assignments. These practices will establish and implement daily routines for both in-person and remote delivery. Social and emotional learning will also be at the forefront for the recovery of students and families.

Through SPSA planning workshops held with site administration, resources have been allocated directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on low-income students, English learners, and foster youth.

Supplemental funding will be expended on a district-wide basis as described in the LCP. However, the funds are principally directed and effective in supporting the needs of low income, foster youth and English learner pupils (unduplicated count) to provide increased/improved actions and services that would result in improved academic outcomes for these students while providing all students a high-quality learning environment. Additionally, supplemental funds will also be used to target specific actions and services for the unduplicated populations only.

Students who are not within the unduplicated population do not requires these actions and services. Thus, these actions and services would not commonly be provided to students who are not within the unduplicated population. Within each action and service below is an explanation for how the increased or improved service is principally directed toward helping unduplicated student populations achieve at greater levels to meet the goals of the District.

PRINCIPALLY DIRECTED ACTIONS AND SERVICES

The actions are principally directed and effective in meeting the district's goals for its unduplicated pupils, and services are districtwide

- Library and Media Support - Maintain additional teacher librarian at the high school level and provide library support with media technicians at the elementary and secondary school sites to support students (e.g. FY, EL, LI) to access information/reference material and to build literacy in all subject areas [Association of College Research, 2017].
- Instructional Coaches - Maintain Instructional Coaches to support staff development and build teacher capacity to support the identified unique needs of FY, EL, and LI [Brown Center on Education Policy, 2015].
- New Teacher Induction - Maintain Teacher Support for Beginning Teachers through the District sponsored CVUSD Induction Program with an emphasis on differentiated instruction which directly support the unique needs of FY, EL, or LI [Darling-Hammond, 2016].
- Provide professional development and support for teachers/administrators to build strong instruction for all students and students with unique learning needs (e.g. FY, EL, LI) [DuFour, 2016]:
 - Deepen staff's implementation of Professional Learning Community (PLC) to focus on the mastery of learning on the essential grade level/content standards and provide other relevant professional development for staff to differentiate for students' needs.
 - Train Special Education Teachers and related service providers of the essential standards and alignment to goals and services.
 - Provide professional development to all teachers and administrators for evidenced based best practices for all learners (Co-Plan/Co-Teach: Special Ed/General Ed).
 - Maintain professional development in English language learners.
 - Host bi-monthly Principals' Meetings and Assistant Principals' Meetings.
 - Maintain professional development in the areas of Multi-Tiered Systems of Supports-Behavior (MTSS-B).
 - Maintain and expand training and support for AVID.
 - Maintain site based professional development tailored to site needs through Instructional Coaches.
 - Maintain technology support for in-person instruction.

- GATE – Administer universal screening to all grade 2 students and provide Gifted and Talented Education (GATE) enrichment opportunities to accelerate learning and support students with unique needs (e.g. FY, EL, LI) [National Center for Research on Gifted Education, 2016]
- Music - Maintain District elementary music program to help develop language and reasoning skills for students who have experienced learning loss and enhance music operations at schools [Johnson, 2017]
- Provide FTE and support our JPA, Baldy View Regional Occupational Program, at each high school in 13 industry sectors and 16 pathways in priority industry sectors as defined by the Inland Empire/Desert Regional Consortium Strong Workforce Program Regional Plan.
- Intensive Student Support - Provide intensive support for students (e.g. FY, EL, LI) requiring behavioral support, maintaining Intervention Specialists and Behavior Aides.
- Transportation - Continue to subsidize home to school transportation costs for eligible students (e.g. FY, EL, LI) to ensure school attendance and reduce learning loss.
- Preschool Inclusion Program - Maintain and expand preschool inclusion programs according to student needs [Smith, 2016]
- Technology – Upgrade and replace computers and acquire technology tools to support the instructional program and to provide students with technology devices and accessibility [Waddell, 2015].
- Common Core Materials - Refine current instructional materials and provide Common Core Standards aligned supplemental material to allow students to have updated materials to support learning content aligned with the State.
- Common Core Materials - Provide Supplemental Common Core aligned materials and training to new K-12 Moderate/Severe programs to support students with disabilities and help close the gap to reduce learning loss.
- College Awareness - Host College Nights at the junior high and high schools and provide opportunities for high school students (e.g. FY, EL, LI) to participate in college tours who may not have the support to access college information [Krobooth, 2016]
- A-G Promotion - Provide secondary administrators and counselors necessary training in tools to monitor CSU/UC eligibility, continued alignment of current new A-G courses with UC/CSU criteria, and A-G progress monitoring, and monitor on-track A-G progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS to ensure all students meet a-g requirements upon graduation:
- Calibration and collaboration between admin and counselors at all sites to monitor CSU/UC eligibility.
- Training for administration and counselors.
- Career Centers - Continue to provide Career Centers at all high schools to provide students (e.g. FY, EL, LI) college and career guidance to provide tools necessary for life beyond high school [Krobooth, 2016].
- College Credit – Offer college credit courses (dual enrollment) at all high schools to introduce students (e.g. FY, EL, LI) to college-level course while in high school, which will result in helping students better prepare for college and potentially decrease their time to college graduation.
- Advanced Placement – Subsidize AP fees for students in need (e.g. FY, EL, LI) and expand Advanced Placement course offerings to allow students to earn college credit and/or qualify for more advanced classes when students begin college.
- HS Transcript Audits – High school will perform transcript audits at the end of each semester and additional monitoring of students not “on track status” for students to graduate in four years.
- Additional support provided for students (e.g. FY, EL, LI) as needed through teacher office hours for individualized instruction, small group instruction, and differentiated instructional strategies [DuFour, 2016].

- A-G Promotion – Provide secondary administrators and counselors training in tools to monitor CSU/UC eligibility, continued alignment of current new A-G courses with UC/CSU criteria, “A-G” progress monitoring, and monitor on-track A-G progress bi-annually using the UC Eligibility Report and CSU Eligibility Report in AERIES SIS to ensure all students meet a-g requirements upon graduation:
 - Calibration and collaboration between admin and counselors at all sites to monitor CSU/UC eligibility.
 - Training for administration and counselors.
- College Credit - Offer college credit courses (dual enrollment) at all high schools to introduce students (e.g. FY, EL, LI) to college-level course while in high school, which will result in helping students better prepare for college and potentially decrease their time to college graduation.
- HS Transcript Audits – High school will perform transcript audits at the end of each semester and additional monitoring of students not “on track status” for students to graduate in four years.
- Attendance – Monitor students with chronic absenteeism and work with families to ensure their attendance improves and to prevent learning loss.
- High School Intervention Counselors (K-12) Maintain High School K-12 intervention counselors to support Multi-Tiered Systems of Support for Behavior (MTSS-B) to mitigate learning loss, ensure attendance, engagement at school, and monitor of physical and emotional well-being of students (e.g. FY, EL, LI).
- McKinney Vento Grant Program – Provide case management and clinical support for students (e.g. FY, EL, LI) and families and training for staff to promote continuity of learning and prevent learning loss.
- School-Based Health Services Maintain school nurses and health technicians to support and monitor students who have health related issues to reduce chronic absenteeism and to promote student (e.g. FY, EL, LI) connectedness and continuity of learning.
- Supplemental Education for K-12 - Provide additional time and supplemental education for all students who need additional academic supports (e.g. credit recovery, summer school, after school) and to support learning loss.
- Family Engagement Center - Parent, School Community Specialist, and personnel to provide trainings to school personnel and parents/guardians to build school to home partnerships, promote school connectedness, and prevent learning loss. School sites will offer training or workshops for parents/guardians that are linked to student learning and/or social emotional development and growth.
- HOPE Resource Center - Provide additional supports (i.e. school supplies, hygiene items, clothing, etc.) to disadvantaged students (e.g. FY, EL, LI) and families through the HOPE Resource Center at DAL, Dickson, Walnut, Dickey, CHS, AEC and satellites at Chino High, Newman, Ramona, Marshall; Tykes: TYKES (Early Literacy) program for parents/families with children who are younger than age five; and provide case management assessment of family functioning, training for optimal development of all children and prevent learning loss.

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

The following actions/services identified in the LCP that are targeted specifically for foster youth, English learners, and low-income students are being increased and improved, specifically targeting these student groups:

Assessments will be used to identify specific areas where instruction or intervention may be needed to improve student learning and the school sites may consider scheduling a universal screening at a variety of intervals.

Student data and stakeholder input is used to inform the district which expenditures are most necessary and appropriate for targeted students, including expenditures on technology, professional development for staff, as well as support for social-emotional learning, academics, and outreach and support for disadvantaged students and families.

Expenditures include money spent in technology to ensure that each student has access to a device, including expenditures on Wi-Fi hot spots to enable all students to have equitable access to necessary Wi-Fi hot spots. Professional development and continued technology support for staff are necessary to maximize teacher efficacy and student learning.

CVUSD has a clearly defined multi-tiered system of support that includes guidance for implementing various tiered strategies: Social-Emotional Learning (SEL) is continuing with Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Supports for Behavior (MTSS-B) lessons that are integrated into the school day.

Family engagement includes outreach for disadvantaged students and families that is provided through a few different programs, including The Helping Our People Everyday (HOPE) Center that provides support for socioeconomically disadvantaged students and families.

- After School Tutoring - Provide academic tutoring services: Foster youth, Homeless students, Afterschool Programs (ASES/Child Development) to support academic instruction.
- Access & Equity Coordinator - Assist with ELD standards, instructional strategies, EL progress review; and provide professional development to support English Learners for Integrated and Designated ELD at the elementary, junior high schools, and high schools to prevent learning loss.
- Community Day School - Support Community Day School (CVLA) for students behaviorally at risk to promote continuity of learning and prevent learning loss [Kennedy, 2010].
- Boys Republic High School - Maintain Boys Republic School for FY court appointed students in grades 9-12 to promote continuity of learning.
- Bilingual Translation Services - Utilize bilingual translation and interpretation to ensure understanding of District communications and provide classified bilingual clerks for schools whose non-English designated language is greater than 14% to ensure an increase in parent communication and school engagement with regards to school programs, policies, and practices while supporting students' and parents' connectedness to school.
- CVUSD Health Center - Manage the Health Center, which provides direct medical care including immunizations for at risk students (e.g. FY, EL, LI) to increase access to health care services and ensures regular school attendance to prevent learning loss.
- Foster Youth Counselor and Clerk - Maintain Foster Youth Counselor and clerk to provide student and family support and provide tools/training for Foster Youth Intake and support staff.
- Alternative Education Counselor - Maintain Alternative Education Counselor to support students with unique needs, prevent learning loss, ensure coursework completion of coursework, and prepare students for college and career.
- Provide professional development and support for teachers/administrators to build strong instruction for all students and students with unique learning needs (e.g. FY, EL, LI) to maintain professional development in English language proficiency for English learners.

