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Learning Continuity and Attendance Plan

Answers to Stakeholder Questions

August 18, 2020

1. Will the presentation be emailed?

Yes, a link will be available on the District website under LCAP/LCP.

2. From the state learning loss fund announced by the governor for 5.3 Billion in total, what is the amount allocated to our district?

Below are the 3 one-time fund sources from the Learning Loss Mitigation Funds for California/District:

1. Federal - GEER (Governor's Emergency Education Relief) \$355 million Federal/ \$1.6 million District
2. Federal - CRF (Coronavirus Relief Fund) \$4.44 billion Federal/ \$13.4 million District
3. State - Prop 98 \$540 million State/ \$2.1 million District

3. Virtual learning for students with autism. What concrete measure do we have in place to help students with autism?

The special education case carriers are creating Individualized Learning Plans addressing each student's needs. Due to the current COVID-19 situation, students are not in class. Services are based on what we are able to do during the pandemic. Once blended in-person instruction can start, we will build classrooms based on social distancing. Individualized Education Program meeting may be scheduled for students to address individual needs once they return to school.

4. Will technology be an available resource when they return to school?

School site devices have been checked out to support Blended and Distance Learning. There is a process in place to disinfect devices when checking out / checking in to students. When students return to campus for blended instruction, they may still need devices to support the learning that will occur off-campus. We are ordering additional devices to support the needs of students and instruction; however, they must also take precautions so that students are not sharing devices when blended learning students return to campus

5. How is aide support being filled? There are vacancies in the District.

The District is actively working on filling any vacant positions. Any support that students require during distance learning is provided in collaboration with the special education teacher and the instructional aide until vacancies are filled.

6. RSP teachers were changed for distance learning. Why wasn't this communicated prior to selecting placement? (Distance vs Blended) Did not understand that RSP teacher would change and now has to wait until trimester ends. Why was this not communicated?

There was a parent/guardian survey sent out in July, and the District did not have predetermined selections for the learning option as well as families for Distance or Blended Learning until after the results were received. Teachers had a learning option choice of Distance or Blended as part of staffing. At no point before the information was received would the District be aware of what requests for learning models would be or what programs would be available until after the program was staffed.

Example: AP courses require teachers that are certified in that course. If there was an AP teacher that selected the Distance Learning Program, then the program they are credentialed in would be available to our students that selected the Distance Learning Program.

If an Elementary RSP teacher requested to be in the Distance Learning Program, then they would not be able to service the blended learners at the school site. If the RSP teacher requested Blended Learning, then they would stay with students that selected Blended Learning at the school sites while on the temporary Distance Learning Program for Blended Learners. This information was not available at the time of the survey.

7. Triennial reviews are being suspended, due to school psychologists not being able to do in-person assessments, will services remain the same? What about for students who need new services?

Currently we are bringing students to the school site for evaluations with parent/guardian permission. For questions regarding an initial or triennial review, contact the school psychologists as they are reaching out to families.