

Learning Continuity and Attendance Plan (2020–21)

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

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General Information

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

In mid-March, Imperial County reported its first confirmed cases of COVID 19. As school districts across the country and the state announced their school closures, Imperial County Superintendents assumed a watchful approach and worked together to evaluate the conditions in our own county. All agreed that a uniform response was important. When it was collectively determined it was in the best interest of the community to close schools, CUHSD campuses suspended in person learning on March 17th. The district made a swift transition from classroom to online instruction, resuming via distance learning just one week later.

Effectively communicating with parents, students, and teachers to inform them of expectations, availability of resources, and schedules was deemed critical. In order to increase access to necessary technology, particularly for low income pupils, the schools' inventory of Chromebook and MiFi devices were distributed to all students who indicated a need. Internet access was also provided via the Imperial County Office of Education Borderlink Project. Broad flexibility in instructional delivery, student/teacher interaction modes, assessment and grading was allowed. While the majority of students participated in the online instruction program, participation by some was inconsistent, and some students did not participate at all. In order to provide opportunities to makeup credits and mitigate learning loss, it was determined that a summer program using the online Edgenuity program would be offered to students who had failed courses. Approximately 800 students participated.

As the district's focus shifted toward the 2020-21 school year, it became increasingly apparent that Imperial County's conditions related to the pandemic were significant. The numbers of COVID positive cases rose rapidly, and the possibility that the campuses would be able to open for in-person instruction in August was becoming more and more unlikely. In order to gauge the perceptions and opinions of the community, parent, teacher, and community input was solicited. A "Think Tank" of certificated and administrative staff was convened to analyze and discuss the various options. It was determined that decisions regarding the model(s) of instruction would be based on public health guidelines and conditions, California Department of Education recommendations, stakeholder input, the practicality of implementation, and that the instructional model would evolve in phases as the conditions improved or changed.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. CUHSD recognizes that each of its students and families have different preferences for returning,

and different criteria that will make them feel safe enough to do so. An Instructional Program Survey regarding options for the 2020-21 school year was administered in June to assess individual student and family preferences/needs. This survey included questions regarding families' technology access (devices and connectivity), learning option preference (distance, blended, full in-person), and their priorities for safety measures when students return to campus. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time.

The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff. Consequently, CUHSD made a determination in early July that the 2020-21 school year would begin with full distance learning. This decision was subsequently affirmed by Governor Newsom in his July 17th press conference during which direction regarding the continuance of campus closures and online instruction was provided. This state's guidance detailed the conditions under which schools would be permitted to reopen; the requirements that must be followed when students return to classrooms; and the conditions under which a school or district may be required to revert back to a full distance model after reopening.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

In early April, then later in May and June, a group of teachers, counselors, and school administrators convened as a "Think Tank" and began to explore how Distance Learning might take shape for the reopening of schools. Many models were discussed. Based on local conditions, 5 phases of reopening ranging from Distance Learning to smaller cohorts to fully open were considered. The team developed the Distance Learning model that included all students and was put into place for the start of the school year. Other concerns around safety and use of technologies were also discussed. The team continues to meet to evaluate implementation and recommend improvements.

Surveys were administered to both parents and teachers in early June to determine perceptions about preferred models of learning, campus safety measures, and accessibility to technology. Over 1300 parents and 120 teachers responded. The vast majority of both groups indicated a strong preference for continuing with online learning until the health conditions changed significantly within the county. In response to questions regarding the availability of technology for learning at home, the majority of parents indicated that their child had their own device and internet. However, a significant number also indicated that they would need one provided by the school, and some said they would also need Wi-Fi access.

Four community meetings specific for this purpose were conducted on August 18 and 25th at 11 AM and 6 PM. Meetings on the 18th were in English and those on the 25th were in Spanish. The superintendent shared reopening plans and information about safety precautions, and asked for input from the community. The superintendent also made presentations to local service organizations including Kiwanis (August 14, 2020) and Rotary, also requesting their input as representatives of the community. The District offered to provide the same presentation to the City Council and El Centro Chamber of Commerce.

The District also engaged with bargaining units around working and teaching conditions. The schools' learning plans became the focus for the teacher's union, and working conditions were the focus for the classified union.

In August, school site principals conducted parent information meeting via Google Meet at different dates and times in English and Spanish to provide information regarding the expectations for students during distance learning.

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

All Public Meetings have been held via teleconference as conditions continue to not allow in-person meetings in Imperial County. Links were sent to the community and posted on the webpage. The Spanish only meetings also had a translator present to support participants. Parents without Internet connectivity were able to connect via telephone for audio only participation. The meetings were recorded and added to the District's YouTube channel. The local paper Imperial Valley Press published an article on August 19, 2020.

https://www.ivpressonline.com/news/local/patience-requested-as-new-school-year-begins/article_89f0c1b2-e1d9-11ea-8a63-1bc54d13a080.html

The district has provided online training to teachers, students and families on the various learning platforms to address needs and questions. Self-guided tutorials are also on the district webpage.

For classified staff training and meetings, the option to report to school site facilities (such as the MPR or theatre) where physical distancing is feasible has been provided.

During the DELAC meeting in August and PAC meeting in September, opportunities were provided for recommendations and comments to be made regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan.

A draft of the plan was posted on the district website on September 2nd, and notifications regarding the opportunity for members of the public to submit written comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan was posted on all schools' homepages.

The Public Hearing, as required by legislation, is scheduled to occur at the Board meeting on September 15th, and the approval is scheduled for September 29th. Hearing notices are posted on the District and schools' website homepage. Both meetings will occur virtually with opportunities for attendees to make comments on Zoom or via phone.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback is recognized as an essential part of ensuring programs and services offered will meet the needs of all families. The aforementioned Think Tank provided valuable feedback to the district in regards to concerns and issues to resolve. Most teacher questions focused on how to do certain things related to distance learning. The participants in the public community meetings had a variety of questions ranging from COVID19 vaccines, to Special Education services, to access questions. Most comments were supportive and expressed appreciation for the information. A few questions were school or teacher specific.

The following overarching ideas and trends emerged from the process of gathering stakeholder input:

Parents & Families (survey and anecdotal feedback during meetings and conversations)

Survey Results:

- Among the options of on campus and online instruction, the highest percentage of CUHSD families indicated that they felt students should begin the year in a distance learning mode

- Most families that felt that students should return to on-campus learning indicated that they preferred that students return to campus in small groups with physical distancing, face masks, and sanitization procedures in place.
- Nearly 94% of parents were not in favor of a return to campus with traditional schedules for all students and limited physical distancing.
- More than 75% expressed concerns about what safety precautions would be put into place when students returned to campus.

Verbal Feedback:

- Some parents expressed concerns about security of video meetings, access to Google classrooms and Portals, attendance confusion (what does a student need to do to be counted as present?).
- A number of parents of low income students indicated that the time for lunch/breakfast pickup made it difficult/impossible for them to pick up food for their child
- Some parents have complained about the amount of homework, while others have indicated that there is little or none.
- As the school year has progressed in the first few weeks of instruction, there is rising concern reported of the amount of time spent in video conference calls and/or total screen time.

English Learner Parents (verbal feedback at DELAC meeting)

- At the August DELAC, parents provided input about the types of supports that they would like to see for their students during distance learning.
- Parents commented on the importance of contact with the counselors and psychologists for students with IEP/504 who are also English learners.
- Parents were generally satisfied with the draft plan presented and were positive in their comments about the upcoming school year and the communication that they had received to that point.

Teachers (survey and meeting feedback)

- More than 70% indicated their strong preference for beginning the school year in a 100% distance learning mode.
- The vast majority expressed support for a phased-in blended model of returning students to in person instruction in smaller groups.
- Many shared deep concerns for safety precautions related to sanitization, masks, and physical distancing.
- Many expressed a need for ongoing professional development, particularly in the area of effective instructional strategies for distance learning and the use of online tools and applications.
- Several teachers expressed a need for additional technology to improve the delivery of instruction.
- Numerous teachers indicated that they were concerned about students cheating.
- A number were concerned about students' social emotional well-being and were interested in strategies for addressing SEL issues.

Students (interviews and anecdotal feedback)

- Some students report that during distance learning they check in at the beginning of the period, but that they do not always have course related assignments that require that they spend the remainder of the allotted period doing class work, so they are sitting around waiting for the next course to begin.
- Some students (particularly those in AP & IB) indicate that so much work is assigned that there is not sufficient time during the day to complete it, and that they are often working well into the night on homework.
- Some students indicate that their teacher(s) is/are video conferencing for the entire period, while others indicate that their teacher(s) rarely conduct a live video class meeting.
- Some students indicate that they prefer online learning to in person, although the majority are anxious to return to an on-campus school experience

Classified Staff (consultation and interviews)

- Most concerns that were expressed were related to safety precautions
- Many had questions regarding remote versus on-site work
- Bargaining unit leaders provided input about flexibility in some position's duties

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

The district's plans were greatly influenced by the input received from parents, students, teachers, and administrators. Examples of programmatic decisions, practices, and procedures include the following:

- The distance learning instructional schedule to include six periods per day following a modified bell schedule.
- The blended learning instructional schedule to be phased in (as described in the next section)
- Designation of site personnel to handle access concerns and provide individual assistance.
- Modification of the lunch pickup/delivery schedule and remote delivery locations
- Language incorporated in the MOU with the teachers' union to address student need for increased video conferencing.
- Additional technology/devices purchased for both students/teachers.
- Professional development provided by Instructional Coaches in groups and on an individual basis.
- Incorporation of planning and collaboration time on every Monday and "office hours" time during all other days.
- Informational meetings for parents in English and Spanish provided by principals to clarify student expectations.
- A remote work plan for classified staff that defines which positions could work off site/at home and for what percentage of the day • District, and Site leadership will consider the feedback and provide guidance to teachers regarding screen time as it relates to the school's daily available schedule.

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.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended (also known as hybrid) learning models so it will be prepared to transition students back to on-campus attendance once it is safe to do so. CUHSD will continue to align decision-making with that of public health experts at the state and county level and with orders and guidance provided by the Governor. Included below is the district's current plan regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes:

Modes of Instruction:

- In order to meet health, safety, and learning needs and in response to parents and guardians' expressed preferences, two choices for instructional modes will be offered when public health guidelines allow for students to begin to return to campus. One option will be to continue in a 100% distance learning model, and the second will be a blended learning model which will include some in-person instruction and some distance learning that will be phased in over time. Students engaged in the blended learning model would receive a portion of their instruction each week at their school site.
- The district is preparing for potential shifts in instructional models as determined by public health conditions or student need. In the first phase the plan is to continue with distance learning for all students on minimum day Mondays. On Tuesday through Friday, 25% of students who opt for the blended learning option will attend one of the four days. In the second phase 50% of students will attend on Tuesday and Thursday, while the other 50% will attend on Wednesday and Friday. In the third and final phase, all students opting for in person learning will return to campus on a traditional schedule.
- To ensure parity in the instructional program during distance and blended learning phases, regardless of the chosen option, a key strategy will be the continued use of Google classroom. This will allow students at home to participate in instruction synchronously with students who are in the physical classroom space. This model of delivery would maintain continuity of instruction in the event that cohorts of students, schools, or the entire district needs to return to a full distance learning model.
- Lessons occurring in the classroom may be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports to meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Scheduling and Cohorts

- CUHSD schools will continue to schedule students into six courses and utilize a modified six period day. This will maintain continuity with the existing scheduling model and staffing, and will facilitate the transition back to a regular school day/week when health conditions permit.
- To effectively coordinate with Imperial County Public Health efforts to conduct contact tracing, students will be kept in designated groups to the degree possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using virtual breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms.
- Arrival/departure plans and lunch plans will be developed at each school to minimize large groupings and maximize the ability to maintain physical distancing.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
 - Where possible, students with additional needs will be prioritized for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.
- Most of the District's related service providers are able to provide their services in a virtual setting; since the beginning of the campus closures last spring many providers have been providing services online. However, some of the related services are more easily/practicably provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more effectively provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- For students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP meeting will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health

recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

Campus Safety

A primary goal of the district's planning is to mitigate risk of transmission between students, staff, and other community members while on campus and includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- *Physical distancing:* Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times.
 - Classrooms will be arranged to allow for a minimum of 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom.
 - Good hygiene and physical distancing practices will be modeled and reinforced.
 - Materials/supplies sharing will be limited and activities that bring students close together will be modified.
 - Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families.
 - Entry and exit points will be identified to limit close contact during high-traffic times.
 - Physical distancing may sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- *Face Coverings:* Wearing a cloth face covering is required for all CUHSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician.
 - Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to oral instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
 - N95 Fitted Mask – For staff caring closely for individuals who get sick at the worksite with COVID-like symptoms and for those staff with high numbers of daily workplace contacts, respiratory protection is particularly important. In these cases N95 masks are recommended... N-95 Masks must be fit-tested.
- *Symptom Screening:* Staff and students will be encouraged and provided instructions for self-screening for symptoms at home.
 - All employees and students are to complete the Daily Health Self Check according to local health official guidelines. Enhanced active screening will be available if requested by an employee, student or visitor that will include temperature checks via no touch thermometers. Visitors with any symptom consistent with COVID-19 shall be denied entry. Staff and students with any symptom consistent with COVID-19 or who have had close contact with a person with COVID-19 should be sent home or sent to an isolation room on site pending travel home. Upon notification that an employee or student has been infected with COVID-19, the District shall initiate contact tracing in conjunction with local health department officials. All persons who may have come in contact with the infected individual shall be notified.
 - Designated 'Isolation Room': Sites will have a designated area for individuals displaying symptoms of illness where they can be isolated, assessed, and wait to be taken home.

- In the event a staff member or student tests positive or is under quarantine due to exposure to the Covid-19 virus or a positive test, these individuals will not be allowed to return to campus until they meet the criteria to discontinue home isolation and have been cleared by their Doctor.
- *Handwashing:* The District will follow state and local health official guidance on school safety regarding handwashing.
 - The District will replace in all restrooms and sinks, where needed, faucets and hand towel dispensers with no touch faucets and towel dispensers.
 - Restrooms will be stocked with hand soap daily.
 - Hand sanitizer will be provided to all classrooms.
 - Additional hand sanitizer stations will be provided throughout the campus in common areas and hallways.
 - Hand sanitizer stations will be located at each school's visitor entrance. Masks will also be provided to visitors that do not have one.
- *Cleaning and Disinfecting:* The District will ensure classrooms, office and common areas are sanitized prior to reopening schools and are cleaned daily when in-person instruction resumes.
 - Additional cleaning supplies will be provided for staff on campus for voluntary use, as long as these employees have satisfied the requirements of the Integrated Germ Management Training that was provided by the District.
 - All classrooms, common spaces, restrooms, hallways and workspaces used throughout the day shall be cleaned and disinfected and sanitized daily, including but not limited to desks, doorknobs, light switches, faucets, and other high touch fixtures, using the safest and most effective disinfectant necessary, as recommended by federal, state, and/or local health officials.
 - Sufficient cleaning supplies for the routine hygiene practice shall be provided to each classroom (hand sanitizer and disposable facial tissue).
 - For each non-classroom work area, common space, and classroom, a cleaning form will be posted for sign-off at the completion of a cleaning. Staff will notify the principal if the checklist is not available or incomplete. Upon notification, a site administrator will take appropriate steps to have the area in question cleaned to minimize interruption to schedules. If a classroom, is the area in question, with visible trash and the sign off sheet is not completed for the prior day, the teacher and students will wait outside, observing social distancing protocols, until appropriate measures are taken.
 - During In-Person Instruction, 2 additional minutes will be allocated to each passing period. After each period where students move to another class and teacher, a passing period will be allocated with enough time for high touch (e.g. student desk, faucet) surfaces to be cleaned. These high touch surfaces may be cleaned by staff and/or students as a part of their Routine Hygiene Practice each day, but these routines shall not replace daily cleaning and disinfecting.
- The District shall ensure all HVAC systems operate on the mode which delivers the most fresh air changes per hour, including disabling demand-controlled ventilation, and open outdoor air dampers to 100% as indoor and outdoor conditions safely permit. Air filters shall be MERV-13 or higher and changed at the recommended intervals. Portables and/or other rooms without adequate central HVAC shall be equipped with low noise HEPA air filters with a large enough capacity and flow rate for the square footage of the room.

- When tests are readily available to educators, the District will facilitate testing to staff based on guidelines from local health officials. Logistics and costs of testing will be determined when the tests become available. Testing schedules shall be arranged to minimize delays and result shall be delivered to each unit member promptly, with all relevant privacy rights preserved.

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

Description	Total Funds	Contributing
PPO Supplies: COVID-19 related supplies and materials: Hand sanitizers, dispensers, disinfectant supplies and dispensers/applicators, wipes, face masks, face shields, gowns, gloves, etc.	\$250,000	Y
Plexiglass partitions: For all site offices and departments including additional barriers to assist and enhance social distancing.	\$ 50,000	Y
Signage: Precautionary signage to direct traffic flow, minimize interaction between families and notify the community of the precautionary measures (i.e. masks, etc) required to come onto school campuses.	\$ 35,000	Y
Staff Reorganization: In order to address the impact of COVID-19, various certificated staff and departments have been recoded to the Federal CARES Act funding based on the necessity of adapting and adjusting student support services. Various school site staff will be temporarily reassigned to other school site duties in order to provide student instructional support and assistance.	\$4,633,345	Y
Devices and Connectivity: WiFi Access on Buses: WiFi equipment for all buses to provide internet access for all students who are transported. Current use of bus WiFi is for provide Point of Sale access for our Cafeteria Meal Delivery staff to account for meals delivered to outlying areas within the Central Union High School District boundary (Seeley, Heber, outskirts of El Centro).	\$50,000	Y

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.

An effective distance learning plan will include a combination of synchronous and asynchronous learning. CUHSD recognizes that online learning can be challenging. There is not an expectation for students, teachers, and parents/guardians to be sitting in front of a screen all day long. The district’s planned distance learning model is intended to be flexible and sensitive to student learning needs with balance between synchronous and asynchronous learning and between whole class and small group support. The district also recognizes that developing and maintaining relationships is critical and that the best method for this is through video conferencing that occurs as frequently as is feasible.

From the outset, CUHSD determined that its goal was to maintain a continuum of instruction that was consistent with the curriculum guide that was already in place for every course. While recognizing the challenges presented by the unexpected and rapid transition to distance learning, the district emphasis has been on continuing to focus on developing mastery of the standards that would have been addressed in person in the classroom. What has changed is instructional delivery methods and strategies. Narrowing the focus to just “essential”

standards was deemed to be critical, and taking advantage of the vast resources that the Internet has to offer to enhance and supplement the learning was recommended.

As the schools entered the 2020-21 school year, ensuring that students had access to their regular or online versions of their textbooks and other instructional materials was a high priority. Staggered dates and times for distribution of books and materials to identified groups of students were widely communicated via email, phone calls, and social media. In some cases, such as in art and music courses, distribution of supplies, tools, and instruments was an identified need, so for students enrolled in these classes the materials were made available for pickup. Orders for new digital resources to address needs in numerous curricular areas were also placed.

For English learners, in an effort to continue to develop language proficiency and fluency, teachers will provide daily synchronous instruction that addresses the needs of EL students through English Language Development activities and provides opportunities to practice with peers and the teacher. This will be followed up with asynchronous activities that support and enhance primary instruction. Strategies may include, but are not limited to, use of language frames, listening and speaking activities both in a synchronous and asynchronous format, as well as regular assessment of student progress.

For Special Education students, every effort is being made to adhere to educational programs as defined in their IEPs. Instructional aides will continue to offer one-to-one and small group support in a virtual setting. Special Education teachers and psychologists will continually assess student progress and evaluate needs. Services will be tailored to each individual student's learning style and needs and adjustments will quickly be made when it is determined that a student is experiencing unusual struggles.

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.

Over the past five years, CUHSD has steadily built its inventory of Chromebooks at each school site. Most were stored in mobile carts of 36 devices that were available to classroom teachers on a check out basis whenever the teacher determined the day's lesson would be enhanced by the use of this technology. When the school closures occurred last March, staff quickly began the process of disassembling the carts and checking the devices out to individual students for home use. Within the first two weeks following the announcement of campus closures, nearly 1,300 Chromebooks and over 100 MiFi devices were checked out to all students who indicated they had a need.

Overwhelmingly, these devices went to students who were low income and/or English Learners who didn't already have their own personal laptop or tablet.

While there were sufficient devices available in the spring, it was recognized that many students who opted to not request a Chromebook may have had limited technology in the home (such as a phone or shared device) and that a number of the schools' devices were nearing their useful end of life. It was determined that for the 2020-21 school year more would be needed to ensure all students had access to the type and quality of technology that was suitable for maximizing their online learning. A communication initiative by the schools to inform parents regarding students' ability to access devices was undertaken in late summer. Phone calls, emails, and social media posts were all used to notify parents and students that Chromebooks were available for checkout.

Since June the district has ordered 600 new Chromebooks, and 100 had arrived prior to the start of school. In August, over 2,400 Chromebooks and approximately 100 MiFi's were distributed to students.

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.

Assessing Pupil Progress:

CUHSD teachers will assess pupil progress through live, synchronous interactions occurring throughout the week through video conferencing, chats, emails, or other communication tools that provide for real time communications. Some examples of this may include:

- Discussion and feedback in response to teacher directed questions and/or assignments during Google Meet sessions or Google Chat (Hangouts)
- Oral student presentations of assigned projects during virtual conferences
- Use of virtual flashcards
- Posing a series of questions followed by class discussion using Remind's Group and the Announcements features
- Activities and tools that provide students with the opportunity to share their knowledge of content (PearDeck, Quizlet, Quizziz, HyperDocs, etc.)
- Live feedback on work submitted through *Turn It In*
- Cloud based projects in which students are contributing their work while the teacher is monitoring and providing feedback, such as using Google Slides for students to post responses to a question or task
- For English learners, Listenwise and other similar tools will be used to assess student listening proficiency, and tools such as FlipGrid and Google Meet will be used to evaluate speaking proficiency

Summative assessment of student achievement will continue in the form of districtwide common quarterly assessments. These assessments have been created by content area teams to reflect student learning over the course of the quarter and have been developed to provide data on student achievement while also being appropriate for the distance learning needs of students and teachers. Assessments are being agreed upon that are more project and rubric based than multiple choice in order to get a true gauge of student skills and standards attainment.

Measuring Participation:

A new method of coding student attendance and interactions during this time of distance learning has been developed using the Aeries Student Information System. Students who are engaged/present during synchronous instruction will be marked with an "E". Student who are not engaged/present during synchronous instruction will be marked with an "N". Students who have been verified as being engaged in asynchronous instructional activities on a day when they did not meet synchronously with their teacher will be marked with a "V". Teachers have the ability to change attendance codes up to 10 days to reflect students' participation accurately in the attendance system.

In addition, the Weekly Engagement Report, a Google Sheet that is completed by teachers daily, tracks the types of assignments as well as students' completion of assessments.

Other methods that teachers will use to assess participation include (but are not limited to) the following tools:

- Use of the Google Classroom stream, assignments, and submission of completed work
- Use of Google Chat and email for communication and clarification of content
- Use of Remind to poll students and to collect feedback from students
- Use of interactive discussion boards (Padlet, FlipGrid, etc.)

Measuring Time Value of Work

Teachers will exercise professional judgment in making reasonable estimates about the amount of time it will take for the average student to complete asynchronous assignments based on, but not limited to, the following factors:

- The number of questions or problems
- The length of the expected written response (e.g. a paragraph, a page, 1,000 words, etc.)
- The complexity of the task
- The amount of independent research needed
- Whether or not it is an individual or group project
- The amount of time necessary to generate a product (e.g. create a slideshow, complete a drawing, prepare for an oral presentation, practice a musical piece, conduct an experiment and write a lab report, etc.)

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.

A broad group of site administrators, district administrators, resource teachers, and classroom teacher leaders contribute to the professional development efforts of the district. The Instructional Support Team, composed of two Directors of Instruction and three Instructional Coaches, has created the IST Website which offers a curated set of useful resources including tutorials and videos that provide step-by-step instructions on the use of G Suite tools and other applications that are widely used throughout the district (including, but not limited to, Padlet, Quizlet, Quizlzz, Ed Puzzle, Edulastic, etc.). A separate table is available that lists additional online resources that can help teachers supplement lessons and activities, construct engaging tasks, and follow some best practices for remote learning. Best practice would be to start by leveraging some of the resources that are already in use in face-to-face instruction. Instructional coaches are also available to provide assistance whenever needed.

In August 2020, teachers were provided with mandatory training in the use of Google Classroom at two proficiency levels as well as in the use of Google Meet. This synchronous training was followed up with asynchronous learning opportunities that were curated by the Instructional Support Team. Teachers were given the opportunity to explore a number of important topics with regard to distance and blended learning. They were able to self-select those that were most pertinent to their needs for beginning the school year in distance

learning. Follow up training on these topics has been provided during "Make it Happen Mondays", which are minimum days designed to allow time in the afternoon each week for collaboration and ongoing training.

In addition, site administrators have presented training during whole staff Google Meets on critical topics such as attendance practices, daily live interaction, effective strategies for distance learning, and student/parent communication practices.

Professional Development opportunities will continue to be provided virtually by site administration, members of the IST, or one-to-one with a coach (as needed) throughout the 2020-2021 SY. Other PD resources are also available via private professional development providers, instructional materials/program vendors, the Imperial County Office of Education, other districts, and the CDE.

Teachers of EL students will be provided with customized training provided by ICOE to address the 6 Considerations for English learners and how to incorporate these via distance instruction and learning. This training will also be aligned with the ELPAC task types and how to use electronic tools to help teachers to instruct and to assess student English language proficiency and progress.

Staff Roles and Responsibilities

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

Nearly all district staff have assumed new and/or different roles and responsibilities as a result of the impacts of the pandemic. In some cases, new responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen campuses for in-person instruction. Most staff have had to develop or hone technology skills, especially as a tool for communication. Many had never participated in a Google Meet or Zoom meeting, a practice which has become a daily activity.

The Following are examples of how the roles of staff have changed, organized by position types.

New responsibilities for *administrators* include:

- Providing training and support to staff for the virtual learning environment
- Modifying registration and scheduling
- Establishing remote learning expectations
- Rethinking and revising attendance accounting procedures
- Monitoring instruction in the virtual classroom
- Ensuring equitable access to at-home technology
- Conducting daily family outreach to determine and address barriers to student engagement in the virtual classroom
- Addressing student behavioral issues while participating in distance learning
- Tending to a vast array of social and emotional needs (for students, parents, and staff)
- Conducting meetings with colleagues, staff, families and community members through video conferencing platforms
- Preparing school campuses for social distancing and safety procedures.

- Facilitating staff training on social distancing and safety procedures
- Monitoring personnel to ensure adherence to social distancing and safety procedures

New responsibilities for *teachers* in the virtual classroom environment include:

- Using online platforms and programs not previously used
- Ensuring instructional plans are appropriate for a virtual environment
- Adapting to modified attendance procedures
- Documenting weekly engagement
- Communicating schedules to students and families in specific detail to minimize confusion.
- Communicating access procedures for instruction and resources to parents and students.
- Engaging and motivating students in a virtual environment to determine and address student social and emotional needs. Planning for a balance of synchronous and asynchronous activities designed to maintain rigor and minimize learning losses.
- Rethinking assessment practices to ensure that measurements of student performance are valid and reliable
- Posting all assignments and providing feedback on progress.
- Conducting meetings with colleagues and families through video conferencing platforms

New responsibilities for *instructional aides and tutors* include

- Using online platforms not previously used and monitoring online chat boxes to respond to student questions.
- Assisting individual and small groups of students using video conferencing and other interactive communication methods

New responsibility of school *support personnel* include:

- Preparing and distributing materials through a curbside pick-up process including textbooks, Chromebooks, hot spots, and all supplies students need to engage in learning while at home.

New responsibilities for *child nutrition staff* include:

- Preparing meals to be consumed outside of school facilities
- Designing and facilitating curbside meal pick-up routines while adhering to all safety and sanitization guidelines

New responsibilities for *transportation staff* include:

- Delivery of meals to remote locations
- Assisting with distribution of meals

- Assisting with contacts of students on drivers' bus routes who are demonstrating poor participation

New responsibilities for *technology staff* include:

- Coordinating the distribution of technology to students
- Preparing devices for students to use at home
- Responding to innumerable questions from staff, students and parents regarding technology related issues

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.

To address the unique needs of English learners, students with exceptional needs served across the full continuum of placements, foster youth, low-income students, and those experiencing homelessness, the following supports and services are available:

- Virtual in-class and after school tutoring for ELs that incorporates a clear focus on English language development and proficiency in the content areas.
- Regular follow-up for struggling ELs and contact by English Learner support staff to provide access to more targeted tutoring, information about requirements, support for technology issues, as well other needs that the student might have that are potential barriers to accessibility of courses.
- Instructional support for Special Education students in accordance with their Individualized Education Plan (IEP) to the extent practicable
- The priority for students with disabilities has been maintaining continuity of educational and support services. While most Special Education teachers have provided instruction via Google Classroom and Google Meet, some teachers also provided packets based on the student's individual needs. Instructional Aides have been able to supplement learning both one-to-one and in small groups in virtual meetings. Speech services were offered by the district's Speech Pathologist as well as through an outside vendor utilizing Zoom therapy sessions.
- Students with autism have engaged in PEERS program activities focused on social skills and proper emotional behaviors.
- IEPs are conducted virtually with the exception of those for students whose parents opt to postpone.
- Foster Youth have been closely monitored by the CUHSD FY Liaison/Psychologist, who continues to work with students' social workers, probation officers, and legal representatives. As needed, the Liaison has ensured access to basic resources such as clothing, toiletries, and school supplies. Counselors on Special Assignment have been in contact with every FY, regularly checking on their social emotional well-being, academic progress, credit accrual, and graduation status. Referrals to other service providers have been made when special needs have arisen.
- Targeted services such as referrals and information about access to social services, free or reduced-cost health care, and vision services for foster youth, students experiencing homelessness, and others in need of assistance support. As needed, school supplies, backpacks, food, clothing, and shoes are provided by the district community services liaison

For all groups of students with unique needs:

- Specialized training for teachers and support staff
- Virtual tier II small group academic support or tutoring sessions
- Community support provider assistance
- **Family outreach with personalized support** School administrators, classroom teachers, special education case managers, counselors, and support staff contact families to determine students' needs and ascertain if there are any barriers to student participation in the virtual learning or home school environments. Each week teachers collect data on student participation in distance learning. Teachers track students who do not complete assignments and/or do not attend virtual, interactive lessons and forward their names to administration and counselors who contact the families of these students to determine barriers to student engagement. Ongoing personalized support is provided to families to reduce or eliminate identified barriers. This includes, but is not limited to, motivational discussions with students, provision of any needed supplies including technology equipment, and free internet services.

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

Description	Total Funds	Contributing
Devices: Chromebooks and MiFi's provided to all students who need technology to access distance learning at home.	\$ 220,000.00	Y
Instructional Programs and Resources: Applications to support learning including online curriculum and instructional applications and digital tools (such as Padlet, PearDeck, Ed Puzzle Google Enterprise, etc.).	\$ 100,000	Y
Additional Technology to Support Distance Learning: video cameras, headsets/microphones, writing tablets, and Chromebooks for teachers.	\$ 40,000.00	Y
Technology Department: Maintain staff and restructure responsibilities to shift to support of technology in distance learning including device distribution, equipment maintenance in a new setting, procurement, and technical support.	\$420,000	Y
English Language Learner Department: Maintain staffing and supports that specifically address English Learner needs including ensuring ongoing provision of designated/integrated ELD, language assessments, appropriate content instruction, EL tutoring, and professional development for EL program staff.	\$240,000	Y
Assistive technology for Students with Disabilities: to access distance learning instruction from home	\$5,000	Y
Instructional Support Team: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective synchronous and asynchronous teaching strategies, effective use of online tools/resources, integration of SEL practices, and use of Aeries features.	\$430,000	Y

Description	Total Funds	Contributing
Counseling Services: Maintain staffing and supports to provide core and targeted SEL counseling services to students. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes.	\$1,100,000	N
Specialized Counseling Services: Maintain Counselors on Special Assignment to provide supplemental counseling services designed to support the most at-risk students, including Foster Youth, Homeless students, chronically absent students, and students who are significantly behind in credits.	\$ 350,000	Y
Collaboration and Professional Planning/Learning Time: Expand time for teachers to collaborate weekly with peers, coaches, and administration on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	\$ 768,000	Y
Psychologists, Special Education Teachers, and Instructional Assistants: Continue providing appropriate staffing and adapt delivery of services and supports to distance learning context for students with disabilities.	\$3,500,000	N
Homeless and Foster Youth Services: Maintain existing staffing and supports specific to Homeless and Foster Youth. Maintain efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	\$ 90,000	Y

Pupil Learning Loss

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

Spring 2020

When school campuses closed in March 2020, it was immediately recognized that learning loss was a concern that needed to be addressed as quickly as possible. To minimize losses, students needed to re-engage in learning activities with minimal delay. The first order of business was to ensure students' ability to participate in distance learning by providing all those who did not have their own with a device and Internet access. As previously described, Chromebooks and Mifi's were distributed within the first week to all students who expressed a need. Recognizing the potentially adverse impacts of a prolonged period during which there was no structured learning, CUHSD made a commitment to resume teacher led instruction just four days later on the Monday following the closures. Numerous challenges presented themselves early on while teachers adapted to this new world of online instruction. Although the district had provided significant professional development on Google Classroom and a variety of digital tools, many teachers had limited experience in using them, and some students and families expressed frustration with lack of structure and consistency in the instructional program. There were vast differences among course offerings in regards to the continuum of curriculum delivery.

The district also believed that grades mattered and decided to not adopt an emergency policy of assigning the 3rd quarter grade as the final grade, nor to issue grades of "Credit" or "No Credit" as was widely done in districts across the nation, state, and county. It was believed that "hold harmless" practices would eliminate the motivation for students to participate in the distance learning program and increase the

likelihood of learning losses. Instead, it was determined that students who chose not to participate or to do so minimally would experience a drop of one letter grade, and that those who exceeded the level of performance of the third quarter would have their grades raised accordingly. Only those students whose situation was such that they were unable to participate at all would be offered special consideration in the grading process. This modified grading policy was broadly communicated to the community, and those students who understood it continued to participate in their program of study. Unfortunately, some students believed the "hold harmless" policies of neighboring districts applied, and chose to opt out of participating in their coursework. Many were taken by surprise when they learned that their grades had suffered.

Summer 2020

In order to address the learning losses and the negative impacts on credits and GPA resulting from non-participation, the district offered a comprehensive online summer program using the Edgenuity program. Numerous students who had not checked out Chromebooks in spring did so in summer after realizing the ramifications of their decision to not engage in learning during the spring. Many were able to complete courses, mitigate the impacts of lost learning, and to earn credits.

2020-21 School Year

The experiences during spring and summer provided a great amount of useful information regarding how to better prepare for the fall. For the 2020-21 school year, significantly more structure to the schedule and expectations have been put into place. Teachers and students will follow a six period a day schedule in order to support a more seamless transition back to in-person/on-campus instruction when the conditions allow. Students are expected to participate in daily synchronous and/or asynchronous activities for every course. As previously described, modified daily attendance accounting practices are being used to monitor student participation. In order to proactively address potential learning loss due to "absences", teachers are reporting all students who have not engaged in learning activities for three days. Counselors, administrators, and support staff will conduct follow-ups with these students to ascertain the reasons for absences and to ensure that students re-engage in their instructional program.

Teachers will employ a variety of evaluation strategies to assess the learning status of students on an individual and group level. Based on outcomes, teachers will adjust instruction to provide scaffolded content that is necessary to fill gaps in expected skills and knowledge that may have occurred as a result of the prior year's instructional deficits. Curriculum may be modified to narrow the focus on essential standards with emphasis on depth in learning concepts and content, rather than breadth.

English language arts teachers will use curriculum-based assessments, now with greater reliance on presentations, products, and written responses. Reading proficiency will be measured with embedded assessments in Reading Plus. The English language arts content teams will identify and create appropriate assessments to determine pupil progress. Results will be analyzed, and these outcomes used to make appropriate modifications to curriculum, lessons, and to determine the need for interventions.

Mathematics instructors will employ assessments that give students opportunities to demonstrate their learning during distance learning. Traditional mathematics assessments prompt students to demonstrate learning by solving problems, determining the best answer, and explaining the reasoning used to determine the answer. CUHSD's math content teams are working to develop reliable and accurate assessments that address concerns for test security. Students will be asked to demonstrate their learning through presentations, media projects, short answers in addition to traditional problem solving, and reasoning. Results will be analyzed and outcomes will be used to make appropriate modifications to curriculum, lessons, and to determine the need for interventions.

On a broader districtwide and schoolwide basis, weekly teacher collaboration activities will focus on strategies to measure learning status, particularly in the areas of English language arts, and include activities designed to:

- Evaluate curriculum-based assessments, common quarterly assessments, and SBAC Interim assessments for use during distance learning
- Identify, modify or develop assessments that effectively measure student progress
- Analyze grade data, participation data, and assessment data
- Develop the means for students to demonstrate their understanding of key concepts and essential standards
- Provide professional development on the use of online assessment tools that may be used for formative assessments

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.

A diverse array of actions and strategies will be implemented to address learning loss and accelerate learning for pupils, including, but not limited to the following;

- Compensatory educational services provided through additional teaching and learning outside of the regular school day. Classes may be offered during zero period and 8th period for the purposes of extending access to electives as well as to provide intervention.
- Additional monitoring by district personnel of student groups including English learners, low-income pupils, foster youth, and pupils with exceptional needs and pupils experiencing homelessness to identify students that assessment data indicate will benefit from compensatory education.
- Tutoring for English learners will provide addition support to students in both content area courses and language development.
- Instructional assistants will aid Special Education teachers through provision of individualized and small group learning activities for pupils with exceptional needs.
- Instruction in mathematics during Saturday Academies and 8th-period classes will focus on key concepts and high leverage standards from Algebra I and Geometry. Additionally, online resources such as Edgenuity, FEV tutoring, and iPass will supplement core curriculum.
- Instruction in English language arts during Saturday Academies and 8th-period classes focusing on key concepts and high leverage standards that support reading and writing skills. Additionally, online resources such as Edgenuity, FEV tutoring, and Reading Plus will supplement the core curriculum.
- Instruction for English learners will incorporate strategies that focus on rich academic language and language development throughout the curriculum. ELPAC task types for oral language/speaking will be used in order to emphasize and develop oral language fluency for all students. Language development will be of focus throughout the curriculum. Some strategies that will be used include virtual gallery walks, the use of language frames and stems to help students develop academic language, graphic organizers that incorporate educational technology tools in order to make them more interactive and purposeful, and breakout rooms in order to facilitate small group interactions and discussion.

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.

Teachers will use both formative assessment strategies and summative assessment tools to assess student progress and areas of need. Online resources such as Edgenuity, FEV tutoring, iPass, and Reading Plus have curriculum embedded assessments that measure pupil progress. Grade data, attendance data, and assessment results will be analyzed on a weekly basis to measure growth.

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

Description	Total Funds	Contributing
Credit Recovery: provide credit-recovery options throughout the school year and in summer	\$ 200,000	Y
Tutoring: provide tutors during class time to facilitate small groups and provide one-to-one supplemental assistance	\$ 75,000	Y
After-school and Saturday Instruction: additional instructional time on targeted standards and skills provided by certificated staff	\$ 20,000	Y
Online Programs & Applications: utilize digital tools that supplement the learning and provide effective methods for formative and summative assessments	\$ 40,000	Y

Mental Health and Social and Emotional Well-Being

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

CUHSD teachers, administrators, and support staff are deeply aware of the impact of campus closure such as school based relationships, daily routines and in class learning being interrupted. COVID 19 has also brought on concerns with health, stress, isolation, trauma and economic crisis. Counselors and psychologists are available to work directly with students and parents via telephone, video conferencing, or email in order to discuss student well-being and academic needs with all being available in the student/families' home language to enhance student participation in school. Principals are also providing staff with social emotional tips, articles, and speakers via their daily bulletin to help teachers to select from among the tools that will best suit the needs of their students. Prior to the start of the school year, district professional development sessions for teachers provided opportunities for self-guided training on how to identify and work with students and address their own social emotional needs.

A district committee composed of CUHSD staff, students, parents and community resources that will meet bi weekly has been established and began meeting in mid-August. Site teams will also meet bi weekly to discuss current practices / resources for students, areas of improvement and new ideas to implement.

The following four practices are interventions and strategies that will be implemented throughout the school year to our staff, students and families to meet their social emotional needs.

SEL Critical Practice 1: Take time to cultivate and deepen relationships, build partnerships and plan for SEL.

SEL Critical Practice 2: Design opportunities where adults can connect, heal, and rebuild their capacity to support students.

SEL Critical Practice 3: Create safe, supportive, and equitable learning environments that promote all students' SEL.

SEL: Critical Practice 4: Use date as an opportunity to share power, deepen relationships, and continuously improve support.

Student Services

Examples of activities and supports that are being implemented or planned include:

- Student Self Check In / Mondays each teacher creates his own copy, to post on their google classroom as an assignment on Monday morning 1st period. (process pending)
- Student Surveys: (process pending)
- Back-Pack Program
- Small Groups: Restorative Circles/ Counseling sessions with school psychologist
- Check-In Check-Out / PBIS / COSA Counselor (process pending)
- Link Crew Students working with 9th grade students
- School clubs (process pending)
- ASB Virtual activities / Spirit Weeks
- Student Webpage on Social Emotional Wellness / Videos posted for students
- School nurse will provide information to students on wellness and self-care on the website. (process pending)
- IV Behavioral Health Drug Prevention Program for 9th grade students (process pending)
- During daily live interactions, teachers will provide social emotional activities to help students to connect with them as well as to determine if the student needs more specific assistance.

Special Needs Students

The School Psychologist have used a variety of means to provide mental health support and promote social and emotional wellbeing to our students and families through communication tools including Google meet, google voice, and old-fashioned phone calls. Students have been provided with individual sessions to teach and promote coping skills, students with autism were provided with Google Meet social skills groups, crisis counseling services were provided when a school counselor, administrator or parent called with concerns regarding their son or daughter's mental state.

Examples of activities and supports that are being implemented or planned include:

- The School Psychologists are referring students to the FRC ICBHS Out-patient Clinic. All appointments are being conducted virtually.
- Teachers are being emailed (with parent permission) regarding the difficulties that their students are experiencing during this pandemic. Teachers are being asked to provide students with extra time and support.
- 504 plan meetings are being scheduled and facilitated by the School Psychologists. The assigned School Counselor and an Administrator are also present to ensure that parent concerns are addressed.
- Specialized individual in-person sessions with student with Autism. Based on unique needs and using appropriate safety precautions.
- Individual sessions provided for students experiencing grief.
- Conducting file reviews in place of face-to-face triennial testing. We are still planning for our pending initial evaluations with SELPA support.

Staff Services

CUHSD has an Employee Wellness Program that promotes physical and mental well-being. Through this program, employees are offered the opportunity to participate in activity challenges, and physical and mental health webinars. The program also encourages healthy lifestyle changes including healthy eating, meditation, adequate sleep, etc. CUHSD also offers two Employee Assistance Programs (EAP) to provide counseling and emergency mental health services such as anxiety, grief, fear, depression, etc. The programs also offer assistance with a wide array of personal problems. CUHSD has been offering education and training to employees regarding COVID-19 and its impact to the school community and to personal lives. We have developed a COVID-19 Response Plan to create a safe and comfortable environment for staff.

Pupil and Family Engagement and Outreach

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

Pupil Engagement and Outreach: Central Union High School District Schools have enforced the following plan to meet compulsory education requirements and support pupils who are not engaging in instruction and are at risk of learning loss.

1) Tiered reengagement strategies for pupils who are absent from distance learning: Sites have continuously reached out to pupils and parents utilizing a tiered approach to re engagement as follows:

Tier I: The adoption of new attendance codes allows students who have been absent during daily live instruction the ability to make up absences and close the learning gap. All students are provided with the opportunity to engage in asynchronous learning to re-engage with

course requirements. Daily phone dialers are sent for students with period absences in the family's preferred language. All sites focus on raising awareness and marketing of attendance policies through banners outside of our schools. Television commercials were displayed on local television stations emphasizing the importance of attendance. Attendance clerks run daily reports to identify students with more than four period absences per day and make follow-up phone calls. Students with more than 3 full day absences are referred to our Tier II interventions. Virtual Recognitions and Awards will be held to promote excellent attendance. Awareness of school resources are available and promoted at all sites to re-engage students who are absent, this includes: Calming Room, Student Wellness Link, Nurses link, google classroom resources. Staff members contact families through phone calls / Aeries Communications / home visits to offer Chromebooks and hotspot connectivity; this allows students to re-engage in distance learning.

Tier II: Truancy Letters are sent to students who are identified as having 3 or more full day absences within each week. The district Community Liaison follows up with parent phone calls offering support services such as: counseling, technical support, student/parent training, referral for a Student Services Team or Student Attendance Review Team meeting (SART). SARTs take place 2-3 times a month targeting students who have received Truancy letters and have continuous absences. As a result of a SART meeting students may be referred to the Phoenix Rising Program or placed in an Attendance Agreement; this is an attempt to re-engage students who have been absent. The team consists of the Community Liaison, a Counselor on Special Assignment, Attendance Clerks and Site Administrator. The Alternative Placement Supervisor has been tasked with assisting parent outreach via personal phone calls to reengage students who are absent during distance learning. CUHSD staff have created a process for teachers to refer to students who are not engaged in the classroom. Teachers fill out a google form to refer these students and counselors follow up for academic support. The Check-in / Check-Out program is being implemented for 9th grade students. Students with low academic performance and poor attendance are selected to form part of this identified group for personal follow-ups with one of the site's staff members. Students with low academic performance and poor attendance may also be referred to Restorative Circles led by staff members. Schools are working with community partners to identify students in multiple grade levels for small group presentations to re-engage students, topics include Time Management, Drug Use, Study Skills, amongst others. School site counselors on special assignments tasked with creating small groups and maintaining continuous communication with the students and parents of the at-risk population, including students with chronic absenteeism.

Tier III- Students identified as chronic absentees are selected for Tier III Interventions. Students may be referred to a SARB Hearing Panel. As a result of a SARB hearing, students may be referred to an alternative placement school, parenting classes, anger management classes, community service hours, behavioral health services, and or drug and alcohol classes. Students may also be referred to one of the district's three school psychologists for individual support, or to local community partners, to the AHL Program referral for Mental Health. Students in need of intense intervention and guidance are referred to Project Rite and or to services offered by the Imperial County Behavioral Health. School Resource Officers conduct home visits and hold conferences with students and parents that are not attending distance learning and are considered chronically truant. CUHSD re-engages students who are identified as "possible non graduates" by offering a co-enrollment with Adult Education giving them an opportunity to make up credits in an alternative placements school while attending one of district's comprehensive schools. The schools also offer 0 and 8th period classes before and after-school to assist students with credits towards graduation.

2) Outreach to pupils and parents or guardians: CUHSD schools continuously seek to improve communication with students and parents. Aeries Communication is actively used as the primary method of information in addition to website and social media platforms. Principals hold monthly virtual meetings with students and parents and continuously share the importance of daily attendance and continuous daily engagement in both English and Spanish. Emails are sent to parents and students with reminders, deadlines, school protocols and procedures. The site's Associated Student Body continues to engage students by creating bi-weekly informational and

motivational videos. They promote mental health awareness weeks and continue to have lunch activities through a virtual setting. The district promotes the services offered by the Family Resource Center via phone dialers, social media, and emails. Services from the family resource center are offered to reengage families and remove obstacles that may prevent a student from attending class. Services in the Family Resource Center include a washer / dryer, food, and clothing.

3) Outreach to pupils and parents or guardians in languages other than English: CUHSD schools are committed to servicing their diverse population. Attendance dialers are sent out daily in their preferred language. In addition, all messages sent out via our Aries Communication including texts, phone calls, and emails are also sent out in the families preferred language. Office clerks, attendance clerks, Alternative Placement Supervisors, and our Community Liaison reach out to families through personal phone calls to reengage students and hold phone conferences in English and or Spanish. The community liaisons and security guards have been assigned to complete home visits to locate students who have been absent or students who have not re-enrolled, meetings may be held in English or in Spanish. Attendance information in registration packets on attendance Ed Codes and requirements are in both English and Spanish for parents and students.

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.

Child Nutrition Services During Distance Learning

The Central Union High School District began the 2020-21 school year on August 11th with distance learning instruction. It is anticipated that distance learning will continue through the first semester of school

(December, 2020). Child Nutrition services also began on August 11th at Southwest, Central Union and Desert Oasis High School. The following is the Child Nutrition plan for providing students with access to nutritional meals.

- Meals are being offered daily between 10:30 a.m. and 12:30 a.m.
- A bagged breakfast and lunch meal are being provided curbside at all three school locations.
- CUHSD food service staff are utilizing personal protective equipment and serving food items on outdoor tables. District staff is disinfecting each table top after every individual package is picked up.
- Since students will be engaged in on-line instruction during distribution times, parents will be able to pick-up their student's meal using the student's ID number, ID card, or the student's class schedule. This is so that we can correctly identify and account who the meal is for.
- It is required that only one individual from each vehicle be able to pick up the meals from a table while maintaining appropriate distance from other students/parents and district employees.
- If an incident of COVID exposure temporarily shuts down one of our sites, production at the other schools will increase in meal volume in order to mitigate the impact.

Child Nutrition Services – Remote Delivery Services

The Central Union High School District is planning on providing meals in our surrounding rural areas within the District's boundaries. Our plan calls for having bus drivers along with cafeteria staff deliver meals out to

Seeley, Heber, KOA (within Meadows area), Kennedy School area, Posada del Sol, and possibly the Montecito area. The District is proposing to begin this meal service beginning late August/early September.

The process is as follows:

- Cafeteria staff will prepare meals on Monday and Wednesday of each week. On Monday morning, staff will prepare both breakfast and lunch for Monday and Tuesday of the week. On Wednesday, staff will prepare breakfast and lunch for that day, Thursday and Friday. Meals will be grouped or packaged together for student deliveries for the specific days.
- Meal delivery times will be at or around 10:00 a.m. on Monday and Wednesday at the proposed delivery stops listed below.
- Meal items will be packaged together based on similar temperature requirements (i.e. frozen items together, shelf stable items together, etc.)
- Meals will include a meal safety insert where the time will be highlighted indicating when the food should be eaten or discarded by.
- Meal items are as follows (based on availability): Menu items may include frozen burritos, frozen corn dogs, frozen grilled cheese sandwich, Frozen Uncrustables, Shelf stable fruits (i.e. raisins, fruit cups, etc.), Cereal, Graham Crackers, frozen mini pancakes, pop tart breakfast kits, etc. Milk will be provided.
- Meals will be stored for delivery in a proper food container (Cambro). The container is in compliance with public health control and food handling.
- Meals can be served within a four (4) hour span of being packaged. All unused foods (with the exception of shelf stable items) that are subject to time limitations based on public health control will be discarded after four (4) hours from the point in time when the food is removed from temperature control. This will eliminate the possibility of any food being reused.
- Both driver and cafeteria staff will load meals onto air conditioned busses. These are Special Ed. busses that have a lift.
- The busses will then go to specific bus stops (as listed below) in the surrounding towns and areas.

Meals will be distributed in plastic bags on top of a fold up table with staff stepping back when parents pick the meals up. The table will be disinfected between each meal distribution.

- The Central Union High School District will be operating and serving meals under the Seamless Summer Option (SSO). The USDA extended the waiver to provide meals under the SSO through December, 2020. Any and all students who are 18 and under will receive a free meal. We recommend parents bring student verification. We ask that students remain at home and engaged in their on-line instruction during meal delivery times.

Below are the proposed Bus Stops where we plan on distributing the meals.

Bus Stops - Meal Delivery	Bus #	Students
Country Life RV Park - 375 East Ross, El Centro, CA	22D	40

Seeley Elementary School 1812 West Rio Vista St., Seeley, CA: West Parking lot	22A	80
Heber – Sacred Heart Catholic Church. 40 East Main Street Heber, CA	22C	210
Posada Del Sol - 1400 North Imperial Ave. El Centro, CA. Staging on Lincoln Ave.	10	40
Kennedy - 1150 North 6th St. El Centro, CA - Frazier Field	5	80

Current Meal Distribution Plan for Hybrid Instruction (percentage of student continue with distance learning and other percentage of students attend in-person instruction)

- Plans are underway for when students begin to return to campus. The Child Nutrition department will utilize the existing cafeterias at 25 to 35% capacity in order to comply with the six (6) feet distancing requirement.
- Every other cafeteria walk-up window will be closed in order to have the six (6) feet distancing between lines.
- Cafeteria windows that are open will have notices and the floor will be marked with the six (6) feet distancing signs so that students are lined up apart.
- Masks will be required when students pick up their meal.
- Curb-side meals will be provided to students who are not designated to be on campus on a particular day.

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

Section	Description	Total Funds	Contributing
School Nutrition	Additional supplies and services needed to provide meals during school closures and for when the District safely moves into a Hybrid/In-person instruction model.	\$ 150,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.68%	\$9,957,997 (-\$162,871 less than 2019-20)

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.

There are several actions that while being implemented districtwide, are clearly aimed at improving services for unduplicated students who make up more than three quarters of our student population. These actions include:

Devices and Connectivity

The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district distributed Chromebooks to any student in need and will continue to distribute devices to any students who indicate that they still need a device. Targeted outreach is occurring by various support staff to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Instructional Support Team

The members of the IST provide a range of professional development, including coaching, and help support the instructional program needs of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated pupils. Having focused in the previous two years on implementation of the ELA/ELD framework through the recent Language Arts adoption, while supporting all students, targeted training has been provided and/or is planned that is intended to benefit those teachers of EL students in the implementation of effective distance learning strategies for language development and developing proficiency in academic content standards.

Teacher Collaboration Time

Collaboration time was expanded to include every Monday afternoon. This time is intended for districtwide, schoolwide, department and content team level professional growth and planning. It allows for opportunities for staff to engage in discussion about effective practices, review student data, review student work, and plan instruction that best meets the need of students who continue to demonstrate inequitable outcomes. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the district this year include effective use of online tools and resources, Social Emotional well-being, and formatively assessing student needs so that struggling students can be identified quickly and additional supports can be provided. Collaboration time with colleagues can build upon and deepen these focused efforts. These focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Targeted Foster Youth and Homeless Student Services:

Psychologists and Counselors on Special Assignment work together to closely monitor Foster and Homeless youth to ensure that they are accessing necessary supports that are needed and succeeding in their instructional programs. They collaborate with school site staff and other Imperial County service agencies to ensure appropriate unduplicated services for FY students. COSAs offer supplemental counseling

services designed to specifically address the unique needs of these populations. One psychologist serves as the district's Homeless Liaison who works with families and students and assists with referrals to services and/or provision of such things as school supplies, clothing, health services, and transportation to school (when it becomes permissible).

English Learner Support

An extensive team of teachers, administrators, and classified support staff continuously monitor the placement, progress, and performance of EL students. Together they strive to assure that ELs continue to develop necessary language skills and thrive academically, while facing the challenges of distance learning that have shown to disproportionately impact the EL population. Strategies have been implemented that are designed to benefit those EL students who most need additional support to access content, engage in the learning process, and communicate what they have learned in both written and verbal modes. This is a critical effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. Connectedness during distance learning is challenging and many students report feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

Nutrition Services and Supplies

This action was implemented during campus closures across the entire district, but was primarily intended to provide food access to students and families facing food insecurity. Many CUHSD students and families already faced food insecurity prior to COVID. The pandemic's impact on employment and the resulting loss of income has made this an issue for many more CUHSD community members. Implementation of the action included additional food, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across the district. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during school closures.

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

In alignment with district goals and state priorities and based on the evaluation of stakeholder input and research on effective practice, the Actions/Services and related expenditures are intended to address the array of needs of our diverse student population under the unique conditions that they currently are faced with. In addition, there are targeted services specially designed to meet the specific needs of the identified subgroups.

With an unduplicated pupil percentage of just over 76%, CUHSD's low income, foster youth, and EL pupils comprise a significant majority of our student population. Because the student makeup at all four schools consists of such a high concentration of unduplicated pupils, the focus of the Learning Continuity and Attendance Plan is on strengthening the entire instructional program through the implementation of specific actions and services that support learning on a subgroup, school-wide, or LEA-wide basis. Supplemental and Concentration funds will be used to support a vast spectrum of programs and services that enhance the learning opportunities for unduplicated pupils as detailed throughout the plan.

Increased or improved services include specialized curricular offerings, supplemental instructional resources, enhanced and expanded technology resources, targeted interventions, tutoring, guidance and counseling, extended learning time, differentiated EL program offerings, administrative support, parent involvement, instructional materials, facilities modifications and improvement, safety measures and personnel, and specialized professional development.