

Learning Continuity and Attendance Plan  
Clovis Unified School District  
2020-21 School Year



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# Learning Continuity and Attendance Plan (2020-21)

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## General Information

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

This Learning Continuity and Attendance Plan (Learning Continuity Plan) represents all schools within Clovis Unified School District. There are currently 49 schools and more than 42,000 students. Our district demographics are: Hispanic (39%), White (36%), Asian (15%), Multiple Ethnicities (4%), African American (3%) and Other (3%). Students participating in the Free/Reduced-Price Meal Program is 43.5%. Our EL population is 4.4%, Foster Youth is .45% and Unhoused Students is .04%.

49 Schools and More Than  
42,000 Students

The first effects of the COVID pandemic on CUSD schools took place in March 2020, when schools were required to transfer over the course of a weekend to distance learning models. This was a new experience for most of our students and our staff in the district. The district responded to the change by ensuring students had access to a device. Teachers used Zoom and Google Classroom to meet with students in small groups or as a class. Independent study packets were used for students who lacked access to technology or who preferred that method of instruction. Packets were dropped off and picked up in socially distanced settings. Teachers began to participate in local and national trainings to hone their skills of dealing with students in a distance learning model. They learned about creating effective distance learning classrooms, strategies that were effective in this modality, ways to reduce learning loss, and effective techniques to accelerate student learning.

With COVID-19, due to closures of businesses, loss of jobs, and loss of familiarity, came a lot of stress on the family and on the students. Being mindful of issues, CUSD

has worked to provide therapeutic support to our students. School counselors, transition team members, administrators, and teachers have received training in supporting the social emotional learning of the students and dealing with trauma in young lives. Schools reached out to families during the crisis to ensure that students had the things they needed to succeed in schooling and supported them where possible with consideration for needs that extended beyond the classroom and school. Schools used creative forms of communication, including text blasts, phone calls, emails, websites, and phone apps to keep parents and students connected during these unprecedented times. Meals were provided to students at select locations throughout the district. Although we've had to start the new year using distance methods, it is our hope that we can return to traditional methods of instruction for the students who want to return. To prepare for this return, schools have had to transition into new ways of conducting business. They have had to build creative schedules, in order to meet social distance guidelines. They have structured classrooms to support social distancing. Personal Protective Equipment (PPE) has been purchased for all the sites to ensure the protection of staff and students when they return to class.

When campuses open, the traditional schooling will be available to all students/parents who want to participate. Students were given choice to return to

45% of Parents Chose Distance Learning and 55% Chose the Traditional Model
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traditional schooling when schools reopen or to remain on distance learning. This summer, a survey of parents demonstrated that 45% chose to continue as distance learning students when campuses reopen and 55% to return to the traditional schooling

model. We have staffed appropriately for the different learning models to meet the needs of the different options offered by CUSD. These options will continue to be offered if COVID-19 continues to be a threat.

The district received additional state and federal funding as a result of COVID-19, including Learning Loss Mitigation funds. These funds can be used to address learning loss or to accelerate progress to close learning gaps, extend the instructional school year or add instructional minutes, provide additional academic services for pupils, or provide integrated pupil supports to address other barriers to learning. Expenditures are detailed throughout the plan. To support in-person instructional offerings, the district has purchased Personal Protective Equipment (PPE) and sanitization products. These products are designed to reduce exposure risks for COVID-19. Several expenditures were made to support the transition to distance learning for all students at the beginning of the year and for students opting to extend distance learning opportunities. Current CUSD curriculum was modified and

purchases were made for music instruction to support the online modality. A Zoom subscription was purchased so students could engage with teachers in a synchronous environment. Access to technology was needed for all students and the district provided laptops and hotspots to students with needs. This multi-million dollar purchase provided the support necessary for all students to succeed. To address learning loss, CUSD purchased i-Ready for ELA. This interactive online learning environment provides support for assessment and instruction and can be student driven. For parents requesting a flexible online option, CUSD purchased online curriculum, Edgenuity and Accelerated Education, where students benefit from a personalized system of teaching and learning. Mental health and socio-emotional well-being is a concern for our students. To meet student needs in this area, the district provided professional development and support, and curriculum for implementation of the “Positivity Project” and “Character Strong.” These programs support students with increased services in social emotional supports, connectivity, mentoring, and ongoing monitoring of success through a multi-tiered system of support.

## Stakeholder Engagement

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

The Learning Continuity Plan is a living document that will expand and be modified as we learn more about best practices, gather feedback from stakeholders, and build systems to support the accelerated growth opportunities for our students. As we start the year out in a distance learning format and transition to a traditional model, we will seek out the input of a variety of internal and external groups to support our goal of doing what’s right for students and maximizing achievement for ALL students.

We Seek the Input of a Variety of Stakeholders

The district communicated plans for reopening schools in four town hall meetings. The district’s 2020-21 Plan for Re-opening Schools was presented to parents and was available to parents in English, Hmong, Punjabi, Spanish, and Vietnamese. These plans are available online or parents can request paper versions of the plan via direct access to the district office or individual school sites. Input on the plan was available to all parents in their preferred language through phone calls or via appointment.

When we transitioned to distance learning in March 2020, we began to collect feedback from all parties. Traditional meetings transitioned to online formats to maintain continuity of sharing information to stakeholders and to gather feedback from them. Teachers and students were at the forefront of this process. The teachers

had regular contact with their students and gathered feedback from them on what was working and what needed to be improved in distance learning. The student feedback was taken by the teacher to staff meeting with the administration. This information was relayed to district administrators in regularly scheduled meetings. The feedback from students and teachers has been our most profound feedback and has provided a wealth of information for CUSD to develop the most equitable and quality programs for our students.

Teachers and staff at the school sites participated in regular staff meetings at their sites. Staff shared best practices and techniques for handling distance learning but also shared feedback on the benefits of these practices on student learning. CUSD values site-based autonomy and the feedback gathered at these local meetings was used to structure a school system that is optimal for their specific learning community.

The district maintained the regular meeting schedule for different events that allowed for gathering feedback, although in an online environment. The district held District English Learner Advisory Committee (DELAC), District Advisory Council (DAC) and district migrant meetings. Translation services were offered to parents so that they could be actively involved and available to share their feedback. The Learning Continuity and Attendance Plan was shared to the DELAC and DAC committees in the first week of September 2020. Feedback was gathered from these meetings and a response to questions/comments was provided by the superintendent. Regularly scheduled board meetings were held by the CUSD Governing Board. These meetings are made available to parents in person with social-distanced guidelines or via the district's YouTube channel. Parents are encouraged to participate in the discussions dealing with learning continuity or can make general statements to the Governing Board. Using technology is not required as parents can attend the Governing Board meetings in person or may telephone in their feedback. Parents can provide written comments via email, forms on the district website, or by mailing them or dropping them off at the district office or any school site. There has been a growing interest in Governing Board meetings and more parents have tuned in and participated with feedback than we traditionally see in our meetings. A public hearing was held on September 9<sup>th</sup> to gather feedback on the Learning Continuity and Attendance Plan.

Our stakeholders were meaningfully engaged in providing feedback throughout the spring and summer of 2020. Parents participated in two different surveys concerning distance learning formats, the reopening of schools, areas of need, and services provided our students. Parents responded to

Parent Surveys Generated  
Over 700 Pages of Feedback

given questions but were asked to provide insight in the form of comments to inform the district of their views. Hmong and Spanish versions of the survey were made available for parents who primarily speak these languages. Parents could have requested paper versions of the surveys or could have the opportunity to take the survey over the phone. One survey produced over 700 pages of written comments. The results of the surveys and the comments were reviewed by the Reopening Schools Committee in the district. Eighty-eight staff members from across district roles participated in the review of the data and comments. Teachers were also surveyed during the summer and provided knowledge of their expertise on distance learning and reopening of schools. Their feedback was used in the Reopening Schools Committee and to develop this plan.

Students were surveyed in August 2020. They were specifically asked about their experiences with distance learning, how it affected them in the Spring 2020 and their wishes for reopening school in Fall 2020. Their feedback was reviewed by the developers of the plan and consideration was given to their input and thoughts.

Our site administrators gathered in August 2020 to discuss the plan. They provided feedback based on input from their individual stakeholders and assisted in the development of the plan. Many of their comments centered on distance learning modalities, in-person instruction, learning loss associated with distance learning, and educating and supporting our unduplicated student population and students with exceptional needs.

Clovis Unified partnered with outside agencies including the Fresno County Department of Public Health and Fresno County Office of Education. These partners supported us during the transition to distance learning. They will be key to the reopening of the schools and to support the social emotional needs of our students and ensure the safe return of students. Their support in these areas helped the district formulate plans to ensure the success of ALL students.

Clovis Unified Partnered Closely with Outside Agencies
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[A description of the options provided for remote participation in public meetings and public hearings.]

Knowing that not all parents have regular access to the internet, alternate options were provided to parents to participate in the hearing held on September 9, 2020. The Learning Continuity and Attendance Plan was adopted by the CUSD Governing

Board at their meeting on September 23, 2020. Parents had the option to attend the hearing in person or could make a phone call to make comments to the CUSD Governing Board. Parents and stakeholders were given the option to email, postal mail, or call in comments during the posting of the plan on the district's website prior to the hearing. Parents were notified of their right to provide input via a posting on the district website and hearing publications made at various locations in the district. Parents could request translation services for the night of the board meeting. Parents were also notified of their access to the Governing Board at District Advisory Council and District English Learner Advisory Committee meetings. Parents are informed about Governing Board meetings through school site communication via the district app, email, newsletters, and text messages. The Learning Continuity Plan is made available to all parents without internet access by receiving paper copies of the plan either at the district office or at individual school sites.

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

It is interesting to note the feedback from the student surveys. Students reported that 34% felt that distance learning was effective or very effective in the spring and 43% of

Parent, Student, and Teacher Surveys Provided Rich Data to Inform the Development of the Plan

the students gave it a neutral rating. 38% felt that they learned enough or learned a lot during the spring in the model that was presented and 53% felt they learned some. Some of the things that they felt were effective included the Zoom meetings that the teachers conducted and recorded, the use of Google Classroom

for organization and assignment completion, and the high degree of contact the teachers had with the students. Some things they felt needed more work included learning digitally and not being present on campus for one-to-one interactions with teachers and peers. They were most hopeful that distance learning in the fall would include more live lessons taught by the teacher using Zoom, the use of breakout rooms during instruction so that students can collaborate with their peers, prerecorded videos for students to access on their own, and consistent contact with the teacher outside of classroom instruction. Initial reactions of students when instruction began this year was that teachers seem more prepared for distance learning and provide students quality lessons, helping their understanding.

Teachers surveyed overwhelmingly preferred having their students in as traditional of a format as possible during the fall semester. The results were 55% wanting traditional, 35% requesting some form of hybrid model, and 10% requesting online modalities. The comments from teachers in both surveys and meetings, included a

concern for safety, PPE, and proper hygiene procedures for a return to school. Many were interested in maintaining a block schedule either when they return or during distance learning modality. The numbers of students in the classroom was a concern in order to maintain a safe distance. Staff members expressed a desire to receive more training and support for distance learning strategies, technology-enhanced instruction, and support for social emotional learning. Technology issues created a barrier for some staff members and having training and specific support for these issues was requested. The support provided by Curriculum & Instruction was timely and relevant for their needs, including unique ways to use our district-adopted materials in distance learning formats.

Teachers, administrators, classified staff, local bargaining units, and Faculty Senate were involved in the process of developing the plan. These personnel participated in the Reopening School Committee and were integral in developing plans for both in-person and distance learning modalities. Consideration was made for safety of students and staff and groups emphasized safety as a requirement for all. Input was gathered about the purchase of personal protective equipment (PPE), about plans for connecting with students during a pandemic, and the role of support staff in the implementation of the plan. Classified staff gave input on their roles and ways that they could best support staff and students with attendance, engagement, and instruction in whatever modality schools function under.

Principals are the leaders of the school sites and were direct mediums for gathering feedback from a variety of stakeholders, including students, parents, teachers, and other personnel. The principals gathered with their Area Superintendents and completed surveys about the development of the Learning Continuity Plan. Principals also served as committee members of the Reopening Schools Committee and had input on the document “[2020-21 School Reopening Plan.](#)”

Principals, the Site Leaders,  
Worked with Various  
Stakeholders to Gather  
Feedback

Principals shared information gained from the individual staff meetings held with staff during the spring and summer of 2020. In the open-ended survey, the principals shared their plans for remote learning, in-person instruction, support for learning loss associated with the effects of the pandemic, and ideas for supporting the social emotional well-being of students. The comments were gathered, and an affinity diagram was created to organize the input provided by the principals into the development of the plan.

CUSD worked extensively with parents throughout the spring and summer of 2020. In the Return to School survey, 27,152 surveys were completed by parents. The survey was offered to parents in their preferred language and was available to complete in paper format for those parents who do not have access to the internet. In that survey conducted in June 2020, 55% of the parents wanted a traditional model for the return to school with 45% requesting an online modality. When given a choice between a hybrid model and a fully online model, 77% of the parents chose the hybrid model. There was overwhelming support to return to traditional or near traditional modalities for instruction. The parents were concerned about learning loss from the distance learning format. Parents stated in the survey that using the model where most instruction is handled asynchronously placed the burden of teaching their children on them. There was some uncertainty with the role of the parent in supporting their students in online learning. Parents stated that communication is important, and schools need to clearly communicate to students and parents their expectations, assignment information, and any announcements that impact the family. Families appreciate the meal service and access to nutrition that the Food Services Department provided to our students this spring and summer.

Conversations with county health officials has helped the school district on ways to open schools, prepare for the students' return, and to engage families in available resources. The County Department of Public Health has collaborated with CUSD to provide information and advice for the schools to support the well-being of our students as well as to provide a safe learning environment upon return to campus.

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

With input from all stakeholders and on advisement from Fresno County Department of Public Health, CUSD has made it a priority to reopen campuses with traditional offerings to students and families wishing to return. The decision to open schools, based on the feedback of relevant stakeholders, was made by the CUSD Governing

Board at their July 2020 meeting. Two days after the board meeting, Fresno County was placed on the COVID-19 watch list by Governor Gavin Newsom and all schools in the county were required to start the year in a distance learning format. The District immediately shared their plan for distance learning with the community. Knowing that 55% of the parents and a

Stakeholder Engagement  
Directly Influenced the  
Development of the Learning  
Continuity Plan

majority of the staff wanted to reopen, The District plans to return to a traditional in-person model once Fresno County meets the reopening threshold. Parents who wish for their child to remain with distance learning will still have that option.

The CUSD Technology Department in conjunction with the Curriculum & Instruction Department have provided trainings and resources for staff, students, and parents in response to survey data indicating technology as a barrier to teaching and learning. Technology support has been expanded to immediately relieve teachers and students of the burden of technology issues.

To meet the issue of parents being burdened by the requirement to support their children in asynchronous environments, the district has switched to a more synchronous system where teachers will have direct and live contact with their students every day of the week. The district purchased a Zoom license and teachers and support personnel will utilize Zoom for their daily contact and for direct instruction. Teachers will plan for engaging activities to take place during their synchronous lessons. Teachers will also use Google Classroom to organize the online classroom, reducing the need for students to access multiple platforms to access content and curriculum. Teachers will provide feedback through Google Classroom and through Q, the district's SIS. Students will use the district-adopted curriculum and textbooks will be distributed using social distancing guidelines during the first week of school.

Site administration, teachers, and support staff have organized schedules for each of the sites that guarantee access to the teacher and to the curriculum each day that school is in session. The Reopening Schools Committee developed the instructional schedules. The flexible online option uses Zoom for teacher-student and peer interaction and uses Edgenuity as the instructional platform. This decision was made in direct response to the students' request that they have more direct access to their teachers in live formats and is a requirement of SB 98. In elementary, the students will have multiple learning blocks each day and students are supported by the teachers and support staff. Secondary schools participate in block schedules where students have extended learning opportunities with the teacher four days per week. One day per week will be dedicated to meeting with all periods across the day. Schools will use a variety of methods to increase communication with students and parents including using app notifications, text messages, and email contacts to reach out to the community. Schools intend to provide extra-curricular

Site Administration, Teachers, and Support Staff Provided Feedback for the Reopening of Schools
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activities to students using a virtual platform. The hope is to continue to offer connectedness to the school campus while students are away.

CUSD has provided professional development opportunities for teachers during the summer and during institute week to combat teachers' concern of not being adequately prepared for distance learning. Professional development was being hosted by both the site and through the district. Online classes dealing directly with effective distance learning strategies were offered. Teachers also received training in social emotional learning strategies and helping students cope with trauma during a pandemic. The district offered support separately for new teachers to the district, offering them a welcome to the district along with offering them courses to be successful in distance learning modalities. This training was offered the week before institute week, so new teachers could participate with their peers upon the return of the regular work schedule.

Not all students will be returning to campus upon reopening, with 45% stating that they prefer to remain on distance learning formats. The reduced number of students at school will allow for more social distancing both in the classroom and in common areas of the campuses. Adequate PPE was purchased by the district and will be distributed to classrooms, allowing for safe barriers to be in place to protect teachers and students from COVID-19.

Learning loss is a concern because students experienced a disruption in the spring of 2020. Learning loss will be covered in the Learning Loss section of this plan. Please see that section for supports offered to students. To support learning loss, teachers will use diagnostic assessments, reteaching, and accelerated teaching during distance learning. Both quantity of instructional time and the methods used during regular instruction will support learning loss that happened because of the pandemic.

Continuing to offer support for mental health was a concern from many of the involved stakeholders. To respond to this concern, the district has provided additional training for the social emotional well-being of the students. Support for students will include assistance with student coping strategies, engagement, and student motivation. The comprehensive plan is described in a latter section of the plan. Please refer to that section for more details for how CUSD is supporting the overall well-being of our students.

Supporting Mental Health is a Concern for Many Stakeholders

# 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.]

At its July CUSD Governing Board Meeting, the board authorized the re-opening of the campuses with consideration for protecting students and staff from COVID-19. Although the plans to reopen were put on hold because of Fresno County’s placement on the COVID-19 watch list, the plans remain operational. CUSD will follow the lead of the Governor’s Office along with direction from the Fresno County Department of Public Health related to in-person instruction. The plans to offer in-person instruction have been developed cooperatively with input from a variety of stakeholders and support from community organizations. CUSD recognizes that not all parents feel comfortable sending their children back to in-person instruction, as roughly 45% stated that they preferred online-only options.

The return to in-person instruction will happen with a reduced capacity. Not only will this allow for more safety measures to be implemented, it will allow for teachers to target students both in meeting their instructional needs and dealing with learning loss but also in supporting their social emotional needs. This targeted approach will help support individual students who struggled with learning through distance learning formats. Teachers will provide intervention for students and students will have access to all the support personnel and programs available on campus.

CUSD’s focus and commitment to re-opening campuses safely and resuming in-person instruction are supported by the following 10 steps in the [Return to School Health and Safety Plan](#):

**Our Starting Point**-CUSD developed its in-person plan collaboratively with input from all stakeholders and direction from state and county agencies. The plan was developed under the mantra of founding superintendent, Dr. Floyd Buchanan, that “Education revolves around teamwork and trust.” The team, involving approximately 100 staff members, developed the plan as follows: closely studied health and safety guidance from numerous sources; sought and analyzed

Clovis Unified Developed a 10 Step Plan for Reopening Schools for the 2020-21 School Year

feedback from parents, students, and staff; remained attuned to the current status of COVID cases in our region; researched and developed instructional models that maintain quality of learning; and developed health and safety plans to reduce the spread of COVID-19. The plan was developed using the following guiding principles: commitment to safety and wellness, educational value of high-quality instruction delivered in an optimal learning environment, and maximize achievement for ALL students in Mind, Body, and Spirit, one of CUSD's three strategic aims.

**Instructional Options for Families**-Clovis Unified is committed to providing ALL students with a high-quality engaging educational experience. We know that the needs of families vary, so we are offering scheduled or flexible online options. Once Fresno

Parents Were Offered  
Different Instructional  
Options to Make the Best  
Choice for Their Child

County is removed from the watchlist, campuses can return to a traditional model. The traditional model is five days of in-person instruction: enhanced sanitation, scheduled ha, which will include: handwashing and hand sanitization, face covering required for all staff and students, maximizing physical distance, health

screening and contact tracing, and use of every available instructional space. The traditional model will feature the use of in-person instruction using standards-based and Clovis Unified curriculum with units of instruction developed and used by CUSD teachers. Students will benefit from face-to-face contact and have a lesson schedule paced by teachers. The benefits of an in-person model is that it is a traditional structured learning environment in a familiar in-person setting. In-person learning provides for social interaction and student collaboration. It creates routine for students with set daily schedules.

**Student and Staff Health**-The health and wellness of our students is a top priority as we return to school. Some things will look a bit different when students return to campuses as we layer in extra health, sanitizing and hygiene steps into the school day. Families and staff will be asked to conduct a health screening to self-evaluate for COVID symptoms. Students and staff should do a daily temperature check. Extra time will be built into the day for hand washing/sanitizing, and regular reminders about proper covering of coughs and sneezes. Systems are in place for contact tracing and isolation of symptomatic individuals if someone falls ill while on campus. Face coverings will be used by staff and student populations according to existing mandates related to face coverings. Deep cleaning, ventilation and sanitizing of facilities will follow California Department of Public Health and Centers for Disease Control protocols. We recognize that our students have been negatively impacted by the COVID pandemic and suspension of on-campus instruction, and a transition back to

school wouldn't be complete without expansive social-emotional supports. In Clovis Unified, whether selecting an online or traditional option, families will have access to an extensive network of supports including school psychologists and others there to support the child. Our district offers a Multi-tiered System of Support (MTSS) for social, emotional, and behavioral issues. Tier 1 is offered to all students at the classroom level. Tiers 2 & 3 are reserved for students with more intense needs. Supported by our district's Wellness Project, PBIS teams, mental health support providers, and behavior consultation teams, our schools provide a depth and breadth of support for some of our most at-risk youth. Many of the schools in our district offer "Second Step," "The Positivity Project," "Character Strong," and "Positive Behavior and Intervention Supports" (PBIS). The area Transition Teams work directly with our unduplicated students, helping them connect to school and helping to reduce any barriers to learning that may be in place.

**Campus Safety**-One of our core values is to provide safe, student-centered, world-class schools and facilities-and that won't change. In addition to extensive maintenance and cleaning practices already in place, Clovis Unified is implementing health and safety actions at our campuses that were developed with guidance of local public health officials and the Centers for Disease control. At least twice daily, custodians will disinfect frequently touched hard surfaces and there will be daily extensive disinfecting and cleaning of classrooms, offices, and workspaces each evening. Our school sites include many buildings and areas for daily activities. Safety and social distance signage and daily health screening reminders will be posted in all buildings. Additional steps will be taken to encourage social distancing and hygiene practices. Directional flow designations for entry and exits in all building will be used on campuses as well as social distancing floor markers. School sites will restrict non-essential visitors and volunteers. School staff will limit the sharing of devices such as phones and copying machines. All playground equipment will be closed. Use of gyms and weight rooms are not permitted at this time. All facilities will be closed to outside groups during this time.

Campus Safety is Always a Priority in CUSD
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**Preschool & Before/After School Programs**-Preschool will be conducted virtually. The number enrolled will be dependent on the type of facility at the site. As we are allowed, before and after school programs will be offered for students enrolled in the traditional instructional model and will follow the same safety procedures as the regular school day. The number enrolled will be dependent on available space and classrooms at school sites.

**Co-Curricular Programs & Specialty Schools**-In Clovis Unified School District, co-curricular activities remain an important component of students' education. Modifications to how students participate in activities like sports, visual and performing arts, and career technological education enable students to continue these pursuits. At this time, in accordance to county regulations, athletic contests/games are not allowed in Clovis Unified School District. The CIF decision, along with guidance with the Fresno County Department of Public Health, will help in determining how CUSD will operate co-curriculars across the district. Sports participants and coaches are required to complete a self-assessment for the signs/symptoms of COVID-19 prior to reporting to the activity each day. Students will be grouped in pods no larger than 10 participants. These pods will not interact with other pods. There must be a minimum distance of 6 feet between each individual at all times. The Return to Play protocols only apply to after-school or before-school activities. We value visual and performing arts in Clovis Unified and every effort will be made to provide a meaningful experience for students. Due to aerosol studies, the Health Department has not allowed band and choir to meet in person. All in-person co-curricular activities, assemblies, rallies, field trips, and any school-wide gatherings related to the 2020-21 school year will be suspended until the County Health Officer deems them safe. Virtual assemblies, rallies, field trips and other similar activities may take place. Mass social gatherings of any kind are not permitted.

**School Meals**-Bagged meals aligned with the National School Breakfast and Lunch Program will be available to students. Staggered lunch times (elementary) and/or

School Meals Are Provided for Students During Distance Learning and In-Person Instruction

increased number of lunch periods (secondary) will be scheduled, as necessary. Students will eat in designated lunch areas outside, or in case of inclement weather, in classrooms, cafeterias, and other appropriate spaces. Social distancing will be maintained in all meal environments to the extent possible. Cafeteria cleaning

procedures will follow the enhanced cleaning protocols. In addition, if/when students eat in the cafeteria, surfaces will be cleaned in between each lunch period. Qualifying students will continue to receive free breakfast and lunch and summer seamless has been expanded into December. Students have the option of bringing their own meals to school.

**Transportation**-After thoroughly examining all options, it has been determined that substantially distancing students on our school buses is not possible. Therefore, each family residing beyond their school's established walking radius zone must choose whether they will utilize CUSD Transportation services. Parents who have chosen in-

person instruction for their children and choose not to utilize CUSD Transportation will need to make their own transportation arrangements. For those who do plan to utilize CUSD busing to and from school, we have established the following safety measures in order to reduce risk for bus drivers and riders: students are responsible for providing and wearing their own face coverings at all times while on the bus, students are required to sanitize their hands upon boarding the bus, students will fill the vehicle from back to front or as stops are assigned by the driver, social distancing will be utilized to the greatest extent possible while on the bus, windows on the buses will be open for as long as possible to maximize air flow, seating will be limited, disinfecting and cleaning will occur after each run, drivers will wear face coverings when loading and unloading students.

**A Healthy Workplace**-Clovis Unified is dedicated to keeping our 6,000+ employees properly equipped as we open schools for in-person instruction. Each day, a pop-up appears on each employee computer requiring the employee to self-screen for COVID symptoms and what to do if experiencing them. A wide range of protocols for the district, employees and visitors are in place. To help prevent the spread of COVID-19, CUSD employees are expected to: self-monitor health

Clovis Unified Provides All of Their 6,000+ Employees a Healthy Workplace
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screening upon entry to facilities, utilize online tools for meetings and events, wear face covering in accordance with local and state directives, avoid group gatherings and practice social distancing, regularly clean and disinfect workstation and surfaces, stay home utilizing leave entitlements if ill, minimize close contact with others, practice proper hand hygiene, and maintain a clutter-free workstation to promote efficient and regular cleaning and disinfecting.

**Students with Special Needs**-Safety considerations and protocols have been established with the guidance of public health officials and medical experts to accommodate our special education students' return to campus for both students and employees. The following health and safety precautions will be implemented at the school site: school personnel will work closely with families of students who are immunocompromised regarding specific needs when returning to school; staff will be provided with face coverings which are most conducive to addressing specific student needs; staff will be provided with gloves as appropriate; staff requiring closer proximity for medical procedures will be provided additional PPE; services will be delivered with adherence to the wearing of facial coverings, social distancing as practicable, increased hand washing and sanitizing; daily health screening and temperature checks will be conducted by staff for students returning for assessments

and in-person services; and plexiglass shields will be utilized during student assessments.

When schools moved to distance learning in the spring of 2020, CUSD did its best to have fidelity to the core of instruction and curriculum, providing the students with the best possible access to continuous learning. We recognize, however, that students may not have engaged with opportunities to learn and that some students experienced some type of learning loss in the 2019-20 school year. CUSD has prepared to support these students upon return to in-person instructional offering. At the core of this will include a systematic cycle of assessment. All students participated in an initial screening that determined any learning gaps and deficiencies caused by learning loss. This initial screening provided teachers with information about the skill level of students as well as identifying students in need of additional intervention. The district

Students Needing Additional Assistance Are Supported Through a Multi-Tiered System of Support (MTSS)

utilizes i-Ready in mathematics and purchased i-Ready for ELA this year for our elementary students. i-Ready provides a robust diagnostic assessment and targets students' instruction based on these results. Students identified as needing support for learning loss will be provided additional time and support for learning. Core

instruction in the classroom will be supported by our Multi-Tiered System of Support (MTSS). Students participate in the various tiers and receive additional time and support for gaps in learning. As students move through the tiers, instruction becomes more focused and intense. Not only does i-Ready provide robust assessments but it provides targeted instruction with each student receiving a customized learning trajectory. This helps combat learning loss by providing students with "just right" instruction based on their unique needs. Schools will also offer interventions and learning help outside of the regular school day. CUSD has a robust formative and summative assessment system in place. Students take regular, formative assessments to gauge their learning at checkpoints in time. Teachers use formative assessments to inform their instruction and to develop in-class reteaching opportunities. These assessments for learning are effective tools to also help the students audit their own learning progress and to measure their understanding. The use of summative assessments helps determine what students "got it" when instruction has ended. CUSD participates in the state CAASPP system and students are held accountable to achievement of state content standards. The state test drives students to learn the necessary content and skills to demonstrate proficiency at the end of the year. It's a good way to measure for content understanding and to confirm that we have erased any learning loss that occurred this last year.

### Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Due to COVID-19, all classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trashcans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or lose their face mask. Desk plexiglass dividers will be provided each site for use when close-proximity testing or services must be offered. All teachers will be provided with sanitization training aligned with the CA Dept of Public Health guidelines and district policy.	\$2,076,617	N
Due to COVID-19, on-site employees must be tested for COVID-19 upon returning to on-site learning. The district will provide the required tests for this testing to take place.	\$390,000	N

## Distance Learning Program

### Continuity of Instruction

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

CUSD first experienced distance learning models when the schools moved to that modality on March 13, 2020. Distance learning came as a surprise to us in the spring, but our teachers and staffs jumped right in and provided the best instruction possible for our students. Teachers used Google Classroom to continue their management plan and to provide feedback to their students. Zoom was a new system for most teachers, but they quickly jumped on that system and used it to have face-to-face contact with their students. Independent study packets were created for students who did not have access to the

The District Was Prepared for Distance Learning in the Fall of 2020

required technology. Teachers followed up regularly with the students to keep them connected to the school and classroom. CUSD learned a lot from this distance learning model and that learning, along with feedback from relevant stakeholders, helped us create a plan for reopening schools in the Fall 2020. Our district learned that distance learning must be “content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.” ([Education Code Section 43503 \(b\) \(2\)](#)) Students require access to the full curriculum and instructional resources that ensure continuity of instruction. Students received their regularly assigned textbooks during the first week of school through socially distanced distribution at the school sites and care is taken to ensure the district is compliant with the Williams Act; the CUSD Governing Board will hold a public hearing of sufficiency of textbooks and materials by the eighth week of school. We ensured that students had internet access and a device capable of running the requisite software and paid for these items if the family needed it. Students also received school supplies, like pencils, paper and other supplies, such as clay and tools for ceramics students, color pages for anatomy, and world language workbook supplements, before school started. These were provided to all students free of charge.

In the Learning Continuity Plan, you will see two terms used to describe types of learning in distance modalities: synchronous and asynchronous. It’s important to define the terms for the reader of this plan.

- **Synchronous Learning:** Synchronous learning takes place in real-time, with delivery of instruction and/or interaction with participants such as a live whole-class, small group, or individual meeting via an online platform or in-person when possible. For synchronous learning via distance modality, our district uses Zoom.
- **Asynchronous Learning:** Asynchronous learning occurs without direct, simultaneous interaction of participants such as videos featuring direct instruction of new content students watch on their own time. Students may participate in forums or groups online to carry on learning or to prepare for learning in synchronous formats. A Learning Management System (LMS) is often used to organize and support asynchronous learning. CUSD uses Google Classroom as an LMS system.

Clovis Unified School District utilized research-based distance learning principles in the development of their distance learning program for students. While many worry that distance learning is necessarily less effective than in-person learning, many studies

show that well-designed distance learning that has the features described below is often more effective than traditional in-classroom learning alone. Key elements of CUSD's distance learning methods, backed by research and the direction from the California Department of Education, include:

- A strategic combination of synchronous and asynchronous instruction. Combining synchronous activities where students meet regularly online with their classmates and teachers, with asynchronous activities where students think deeply and engage with the subject matter and other students independently are more effective than fully synchronous on-line courses. Synchronous time should be set for reasonable amounts of time, punctuated with other activities to avoid attention fatigue. Asynchronous time can provide an opportunity for students to gain exposure to concepts prior to engaging in synchronous time or as a follow up to dive more deeply into concepts that have been introduced through independent activities.
- Student control over how they engage with asynchronous instruction. Research shows that students do better when they can go at their own pace, on their own time, when they have some choice over the learning materials to use and the learning strategies that work best for them, and when materials are set-up to enable them to engage deeply and critically with course content by managing how they use videos or print materials.
- Frequent, direct, and meaningful interaction. The more interaction students have with other students, with their teachers, and with interactive content, the stronger the learning gains. Activities such as experiments, debates, data analysis, and group solving challenging applications together can serve to synthesize and extend student knowledge. Students can interact with peers and the teacher in multiple formats- whole group and small group discussion in synchronous instruction (for example in Zoom breakout rooms), chat rooms and discussion boards that may be synchronous or asynchronous, quick polls and votes followed by debate and discussion are all means to improve engagement and create positive effects on learning gains, as do interactive materials.
- Collaborative learning opportunities. Teachers can structure learning opportunities that encourage collaboration by accommodating flexible grouping options for completing work and by setting class norms for collaborative activities. Small groups can work on tasks together during synchronous time in breakout rooms and then return to share their ideas. Asynchronous can also be structured to offer opportunities for students to

collaborate and build learning together, for example, through discussion boards and providing peer feedback.

- Interactive materials. High-quality distance learning incorporates the use of interactive multimedia materials, typically during asynchronous learning.
- Assessment through formative feedback, reflection, and revision. Formative assessment is very important in online learning, and it promotes stronger learning when it provides feedback that allows students to reflect on and revise their work.
- Explicit teaching of self-management strategies. Students who receive instruction in self-regulation learning strategies perform better in online learning. Teachers can help students with tools that help them schedule their time, set goals, and evaluate their own work. They can also provide checklists that are readily available to students and parents that break out the steps for task completion to help them understand the scope of the work and the milestones they'll accomplish along the way.

CUSD always planned to offer distance learning options to all our families as surveys showed us that 45% of the parents were interested in this method of instruction for their return to school. Parents were offered two options when enrolling their students for the online format: scheduled virtual or flexible online. The scheduled virtual method is structured in this way:

- Starts the first day of school
- Parents will commit to a final option once face to face instruction resumes
- Students follow a school day schedule using technology and other instructional resources
- Instruction delivered in a real-time through Zoom by a Clovis Unified teacher
- Online at-home learning using Clovis Unified's adopted curriculum aligned to state standards
- Students can participate in co-curricular activities and athletics if they meet regular eligibility requirements

The flexible online method is structured in this way:

- Starts the first day of school
- Parents commit to this option for at least the first quarter of school for elementary students and the first semester for secondary.

Two Methods of Distance Learning Are Offered:  
Scheduled Virtual and Flexible Online

- Families establish their own learning schedule 24/7
- Clovis Unified teacher available for support from 8am-3:30pm weekdays
- Students are expected to log-on at least once per day with their CUSD teacher at a prearranged time for daily live interaction with their teacher and peers
- Curriculum is paced on a weekly basis by a Clovis Unified teacher
- Parents help facilitate the program
- Curriculum: Accelerated Education (TK-5<sup>th</sup>) & Edgenuity (6<sup>th</sup>-12<sup>th</sup>)
- Students can participate in school site co-curricular activities and athletics if they meet regular eligibility requirements

Some of our students may need to avail an independent study option during the 2020-2021 school year. Due to the nature of independent study programs and because of student situations and needs, some students may not be available for daily live interaction and/or daily instruction. An alternative plan for frequent live interaction to provide a comparable level of service and school connectedness has been developed and is available for students who participate the District’s short-term or long-term independent study programs. Students will adhere to the District’s independent study guidelines which include scheduled live interaction with teachers and other students. Short-term independent study is offered through our school sites on a limited basis for no more than two weeks. Long-term independent study programs are offered through our various alternative education programs for students meeting specific criteria. By approving this learning continuity and attendance plan, the District’s Governing Board approves and authorizes the continuation of independent study with an alternative plan for scheduled live interactions with teachers and other students that may occur less frequently than on a daily basis.

For the 2020-21 school year, instructional time offered through distance learning may include synchronous and/or asynchronous instruction and is calculated based on the time value of assignments made by teachers in CUSD. CUSD is following the guidelines per Education Code, with grades 1-3 spending 240 required minutes each day.

Grade Level	Total Minimum Required Minutes Per Education Code
TK/K	180 minutes
1-3	230 minutes
4-5	240 minutes
6-8	240 minutes
9-12	240 minutes

In July 2020, Fresno County was placed on the COVID-19 watch list and schools all shifted to opening under a distance learning format. This meant that students who selected a traditional schooling option were now going to be students in the scheduled virtual format. All CUSD teachers were now virtual instructors and would open their classes in an online format.

As CUSD started the school year out in a distance learning format, it was important that we considered ways to: engage and support families and staff, the utilization of common tools, and the identification of success criteria. In order to ensure parents and staff felt comfortable and prepared to engage in distance learning, it was important to solicit feedback, understanding their experience over spring as well as offered multiple opportunities to discuss expectations and engage with technology in a low stakes setting. It was important to engage with parents in the language which is spoken in the home. It was important that we maintain consistency across grade-levels as it supports the success of students and families as they prepared to engage in distance learning. Consistent use of platforms allows parents with multiple children to learn and offer support in a focused area. Similarly, students with multiple teachers will have space to focus on content as opposed to navigating multiple digital platforms for learning. It is also important that CUSD schools review the past and current local data in order to identify metrics for success in the distance learning setting. Success criteria will clearly communicate the vision of CUSD regarding student performance and allows staff to monitor progress, to celebrate success, and identify needs early.

Our families and our teachers shared that students learned best in synchronized environments. For this reason, we have prioritized live instruction in our distance learning format. Elementary students will access their classrooms using Zoom and will have face-to-face instruction with their teachers five days per week. Elementary students will have 90-minute instructional blocks during the day where teachers can divide content areas up into instructional blocks to support student learning.

Secondary students will follow a period structure, meeting with their teachers two times in extended block periods. Time has been set aside each day at both the elementary and secondary levels for intervention and for SST, 504, and IEP meetings.

In distance learning format all students will receive instruction in both a synchronous

and asynchronous format and the type of instruction will be determined by the teacher in accordance with SB98. Instruction will be aligned to state content standards. Because the units of instruction are familiar

Distance Learning Instruction  
Meets the Guidelines  
Established by SB98

to our teachers, the learning curve regarding content and design will be very small. Teachers on Special Assignment in the district's Curriculum & Instruction Department spent the summer converting units, preparing lessons, aligning instruction to computer-enhanced models, and developing assessments that can be used in the distance learning world. Strategies were developed by our teams to support students with diverse needs. Students on IEPs and 504s will have their accommodations and modifications met and in alignment to their goals. ELD students will still receive 30 minutes of instruction in English per day and teachers will offer one-on-one and small group interventions for their students.

CUSD understands that in order to establish an effective distance learning plan, our staffs must be offered resources and ongoing support. The district developed instructional resources that were online-friendly, helping the teachers transition seamlessly to distance learning formats. Adopted textbooks with online resources were purchased to better connect teachers and students to the materials that are most familiar to them. The district purchased i-Ready for both math and ELA, which can be used as independent, goal-driven instruction by students in Transitional Kindergarten through 8<sup>th</sup> grades. Many CUSD teachers participated in professional development throughout the summer and the district offered several workshops upon their return in the Fall 2020. The Curriculum & Instruction Department will continue to offer resources, suggested ideas, and relevant instructional strategies on a weekly basis during distance learning to keep the staffs abreast of the most innovative strategies to utilize during these unprecedented times.

Parents have always been an integral component in our school system. They will continue to play that important role, but it has taken on a new dimension. With student learning taking place at home, having parents engaged is essential. We have expectations that parents will be engaged in their child's learning and we have prepared ways to help parents be successful. The CUSD Technology Department has prepared a website to be used by parents and students that can best help them prepare to use technology at the home and troubleshoot common problems. The website, complete with how-to guides and videos, is parent friendly and accessible from home. Parent communication has increased, as schools have reached out to parents throughout the summer and into the start of the school year. [CUSD's plan to reopen schools](#), including information on distance learning was presented in online town halls and made available to parents in English, Hmong, Spanish, Punjabi and Vietnamese. Established parent meetings at the sites and at the district will continue to be held during distance learning to present information and to gather feedback from parents

on the ways we can best serve our parents and our students to ensure the success of students during distance learning modalities

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be considered in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the district to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through our special day classrooms will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Special Education's partnership with the school sites is addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

### **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.]

In March 2020, when it became necessary to transition to distance learning, CUSD began to assess technology and connectivity needs of its students. At that time, CUSD distributed many laptops to students in need. Some students opted to follow an independent study program and declined the use of

CUSD Ensures That ALL Students Have Access to Devices and Connectivity

district technology or had access to their own technology at home. In accordance with SB98, students will be required to participate in synchronous discussions on Zoom as well as be required to participate in online resources like Google Classroom and i-Ready. Students will be required to be in attendance from the first day of school and every day following.

CUSD has made many efforts to ensure students and families with unique needs have access to devices and connectivity. Special attention was made to students who did not have access to technology in the spring of 2020 and these students were contacted directly by the school to secure access to connectivity and devices for the fall of 2020. CUSD worked to ensure “access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.” ([Education Code Section 43503 \(b\)\(1\)](#)) In addition to gathering information during the annual registration process, individual schools reached out, paying attention to foster youth, unhoused students, English Learners, students with unique needs, and low-socioeconomic students. Our SSSA office conducted outreach for foster youth and unhoused students, using liaisons to ensure that students had the tools and equipment to be successful with distance learning. Additional computers and hotspots were provided to schools with high populations of students with unique needs, knowing that their needs would be greater. All materials, supplies, equipment, and connectivity have been provided to these students free of charge. Students are provided a website by our district Technology Department with relevant training on online systems students use in the distance learning format. Teachers provided student with training in the first few days of school. Students also have access to site and district help lines should connectivity be an issue. Safeguards are in place for students to remove any barriers to distance learning that may occur.

In the summer of 2020, parents were surveyed for their technology needs. Parents were surveyed in primary languages, including Hmong and Spanish. Parents without connectivity were given the opportunity to complete surveys that were printed for them and available at the district office or at individual school sites. Parents who didn't complete the re-registration survey were called by the school sites to gather necessary feedback to ensure that their child had what was required to be successful during the start of school. While most of the families indicated that they had technology and Wi-Fi access available, a large portion of students needed assistance with access. The survey found that 19,047 students required loaner laptops and 10,991 students required hotspots. Since hotspots can be used by multiple students in a household, they were assigned only to the oldest child in the house. Information

about technology needs was passed on to the school site and distribution was handled by the sites the week before school started.

Today, CUSD has 32,000 computers in the district inventory and 5,500 hotspots to meet the immediate needs of students. There are enough technology devices to

The District Has 32,000 Computers in Inventory to Meet Student Demand

support student needs now and to have backups for when devices malfunction. So that there are no delays when students have additional needs, students can take their device to the school for an immediate swap. For students without transportation, schools used

personnel and resource officers to make home deliveries. Our Technology Department is always surveying needs, adjusting inventory, and monitoring existing hotspots for bandwidth capabilities. Our Technology Department maintains a web site with helpful tutorials and how-to guides. Most connectivity issues can be solved by referencing help there. Parents and students can also call a hotline to receive direct support from a technician on-site. The technician can remote into the device and solve just about any problem the student faces.

Students served through the district across the continuum of special education programs, including, but not limited to, special day classes, were contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Specialized equipment was made available free of charge for students with special needs and was checked out to the student at the school site. Technical support is provided as necessary to maximize instruction and access.

CUSD is ready for instruction at the school sites for when in-person learning resumes. There are sufficient quantities of computers at the sites to cover students who are returning to in-person instruction and those who are choosing to remain on distance learning modalities. CUSD will be prepared again for distribution if students are required at a future date to shelter at home and if in-person instruction is suspended.

### **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.]

Clovis Unified School District currently has a student information system (SIS), Q. Attendance will be taken every period at the secondary level and throughout the day

at the elementary schools. In addition, teachers will track and report student engagement levels in the SIS. Student attendance and engagement levels will be reported regularly to site and district personnel, who will support the teacher with reengagement strategies and services. Teachers will maintain daily contact with their students through live instruction and using other methods including Google Classroom, Student Connect, phone calls, texts, and emails. Student attendance and participation will also be monitored through online course participation and verification of daily assignment completion. Teachers will grade assignments and give students regular feedback on their engagement and work utilizing Q gradebook and Student Connect, a sub-component of our SIS, Q. All students will be assessed on the established district assessment calendar including formative, benchmark, and summative assessments. Teachers in grades K-8 will use the i-Ready system to track participation, measure work completion, and to offer students access to regular feedback for their work in progress for math and ELA.

Teachers Track Not Only Participation but Also Student Engagement Levels

Evaluating the time value of work completed during the distance learning portion of instruction is primarily the role of the credentialed teacher. Time value will be measured via participation in online lessons and in written, electronic assignments completed by the student. Teachers will utilize the units of instruction and course pacing guides that clarify and calibrate assignment completion.

### **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.]

Teachers are provided with support from our Technology Department and Curriculum & Instruction Department. The department provides helpful resources and how-to guides for the most common issues teachers face. Teachers can participate in real time professional development dealing with things like Zoom, Google Classroom, and i-Ready. Teachers also participated in professional development at the sites that provided specific information about technological support.

Due to the start of the school year in distance learning format, staff development has had to look different than it has in the past. All professional development was handled through online mediums, like Zoom. In the Spring of 2020, when we first

went to distance learning formats, school sites and district personnel provided training on best practices for supporting students in an online world. Things like how to run synchronous and asynchronous classrooms and using Google Classroom was offered. Teachers participated in professional learning throughout the summer on topics relevant to teaching online. The Curriculum & Instruction Department offers weekly newsletters with online sources, professional learning, and curriculum ideas to teachers throughout the district. The Technology Department devoted a web page to support educators in the systems they most likely will be using in distance learning.

In August 2020, teachers new to CUSD participated in “Welcome to CUSD.” These days are packed with professional learning

New Teachers to CUSD Were Supported Through “Welcome to CUSD” Prior to the Start of School

opportunities to ensure that the teacher starts their career out in CUSD with the necessary tools and resources to do their jobs efficiently and effectively. Teachers participated in workshops for wellness and supporting the whole student in instruction. They participated in Cultural Relevant Teaching and ways

that they can support our diverse student populations. They also received training in technology, learning the basics of using our SIS, our learning management system, and relevant applications like Zoom and Google Classroom.

Teachers returned to their contracted duty days on August 10th. The week of August 10-14 teachers spent time at their school sites in site-based professional development, district-sponsored professional development or planning/preparing for the year to come. The following is a list of professional development provided to teachers throughout the district:

- Google Classroom
- Zoom
- I-Ready for math and ELA
- Social Emotional Learning (Positivity Project)
- Social Emotional Learning (Character Strong)
- Illustrative Mathematics
- CPM for Advanced Math 8 and Math 1
- New History/Social Science textbooks
- Google Interactive Slides
- Google Forms
- Clever

- Student success with technology
- Illuminate live proctoring
- Illuminate flexible assessments
- Loom
- Tier 1 Social emotional strategies
- Collaboration in online communities
- Gradual release model of teaching
- Screencastify
- Seesaw
- AVID online trainings
- Reading Apprenticeship
- Q
- Adopted curriculum in online modalities

There Were a Variety of Offerings Made by the District and by the Sites to Support Staff Professional Development

Teachers and administrators were surveyed during the summer of 2020 and reported additional areas of training that they felt was required. This included:

- District online resources
- Student engagement, attendance, and discipline
- Online assessments
- Support for parents who speak other languages
- Outlook
- Tech support and troubleshooting

The district plans to follow-up with these needs by offering additional online resources throughout the year. The district will continue to offer weekly newsletters to teachers from our Curriculum & Instruction Department that will include articles about these topics. The teachers will participate in direct training and development in these areas at designated training and planning time during the regular school week and during the district professional development days in October and January.

### **Staff Roles and Responsibilities**

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

The impact of COVID-19 on our community and on our schools has required staff to change their roles and responsibilities in order to provide environments that are safe and that are conducive to learning and result in an increase in student achievement.

The impact is felt by all employees across the district, including both classified and certificated employees.

Probably one of the most profound changes is the transition to distance learning for all our students. This came about in mid-July when Fresno County was placed on the

Probably the Biggest Role Change Was Instructing Students in A Distance Learning Format

COVID-19 watch list. CUSD was preparing for distance learning because parents and students were given the option to participate in distance learning before Fresno County was placed on the watch list. This preparation has helped us transition to distance learning for all. Teachers and instructional support staff

are now instructing students through synchronous and asynchronous methods using systems like Zoom and Google Classroom. Teachers have reached out to students to provide the necessary links and resources to begin instruction starting the first day of school, August 17<sup>th</sup>. Instructional staff have spent time outside of their regularly scheduled day with the students to provide additional support and teaching. Some staff have felt like they are always on duty 24/7 to meet student needs. Teachers have also provided time each morning to attend important meetings like 504s, IEPs, and SSTs. They are also afforded time to meet with students in one-on-one and small group setting for intervention each day.

CUSD teachers utilized learning management systems in the past but are now required to use them with all classes and all students to keep our online world organized and to ensure effective and efficient operations. Teachers have had to access Q multiple times per day to not only enter attendance but also to track engagement of students in our online environment. Much of our CUSD-adopted curriculum has online components and were used to varying degrees during traditional instructional time. CUSD is now seeing widespread use of these online resources now that all students are one-to-one with laptops and have internet connectivity. In prior years, technology has limited us as students weren't always afforded access to computers.

Having a clean and sanitized campus is important during this pandemic. Our custodial staff have been trained on sanitization processes and are prepared to reduce the spread of COVID-19 on our campuses. Classrooms are thoroughly sanitized each night. Teachers help with sanitizing the classroom during the day. Common areas will be sanitized after each student's use, including cafeteria tables. Restrooms will be sanitized throughout the day. Buses will practice social distancing where possible and

will be sanitized after each bus run. These sanitization procedures will also be handled in conjunction with other duties assigned to employees.

CUSD health professionals have shifted their roles and responsibilities. The nurses and health aides work in conjunction with our Nursing Department to provide education to staff about the risks of COVID-19 and the best strategies for dealing with the disease. They will serve as a front to reduce the risk of disease spreading in our communities. To address the needs of mental

health of our students and staffs, our teams of school psychologists, 7-12 mental health specialists, and Transition Team members are at the forefront. They are seeking out students affected by the trauma of the

pandemic and are working with them to reduce the ill effects. There is regular contact between our unduplicated students and our support staffs. Professional development is being offered in areas of Social Emotional Learning and trauma-informed instruction by these teams. For more information about wellness initiatives, see the section titled “Mental Health and Social Emotional Well-Being.”

CUSD Health Professionals  
Are Key to Supporting the  
Health of Staff and Students

Paraprofessionals have adjusted to their new roles because of COVID-19. They must now provide their services to the students in a distance learning format. They’ve had to participate in trainings and learn appropriate methods of supporting students in the online environment. Paraprofessionals participate in the classroom, supporting the teacher with management issues, like muting students and responding to questions the students may have. Paraprofessionals may meet with students in Zoom breakout rooms and can provide tutoring assistance to small groups when students are present. Our special education paraprofessionals still work closely with students, helping them meet IEP goals through small-group interaction or one-on-one instruction.

Bus drivers and cafeteria workers have seen a change in their roles due to COVID-19. In spring of 2020, bus drivers were used in the district to move busses, which provided internet connectivity. Busses were used as Wi-Fi hotspots to connect neighborhoods to the internet. Bus drivers continue to maintain their busses for safety while taking extra steps to help minimize the spread of COVID-19. The driver and bus riders will maintain social distancing guidelines when possible and busses must be sanitized between every run. Cafeteria workers shifted to working early morning hours as they distributed school breakfasts and lunches prior to the start of the school day. When schools return to in-person learning, the cafeteria workers must work to maintain social distance in lines and to sanitize food services and tables after every

exchange of students coming through the cafeteria.

### 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.]

CUSD is committed to serving our English Learner (EL) students during distance learning by supporting the English Language Development (ELD) standards and supporting student in success of their content areas with language strategies and resources. EL students will receive 30 minutes of ELD at their level by either the regular classroom teacher, a bilingual instructional assistant, or designated EL teacher. The district will use the adopted ELD materials, Benchmark, Inside, and Edge, to

English Learners Still Receive the Additional Support They Need During Distance Learning

further support development of English. Teachers will use Zoom and Google Classroom as supports for delivering the curriculum and offering designated instruction each day. Newcomers to American school systems have been offered Rosetta Stone, an individualized approach to acquiring English in an

online environment. Student progress toward English Language Development will be monitored by the approved formative assessment for EL students and via the English Language Proficiency Assessment for California (ELPAC), which will be offered per state mandate. ELD personnel will communicate regularly with classroom teachers to support students in their content areas.

School sites are still holding their ELAC meetings virtually during distance learning and will continue to do so when students return to minimize gatherings of large groups per county and state guidelines. Sites will provide updates to parents about the progress of EL programs and the successes of our EL students and will use the meetings to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school as the school year progresses. The district DELAC meetings will also be held virtually and will be used as a venue to share resources with parents to support the EL student and their progress.

CUSD used i-Ready for mathematics last year and received the benefits of diagnostic assessments, formative assessments, targeted instruction, and progress monitoring. The district purchased i-Ready for ELA this year, in part, to support the transition to distance learning. Having the ability to track progress daily will help us support our

EL students and other students with unique learning needs. The targeted instruction in English Language Arts will support the needs of our students who need individualized instruction and who can benefit from targeted teaching and learning. It is a benefit that all students have regular access to technology and connectivity and can participate in i-Ready for the minimum requirement of 45 minutes per week. This targeted approach to learning is beneficial for closing the achievement gap for students who have traditionally experienced it. Students of color, low-income students, and EL students have demonstrated gains in working with i-Ready Mathematics in prior years and we anticipate additional gains in ELA for these students.

Intervention supports will be provided to all students with unique needs, including English Learners, students with exceptional needs served across the full continuum of placements, students in foster care, and students who are unhoused and who are below grade level and met the criteria as measured by universal screening measures. Intervention time is provided for each student in need in designated intervention blocks of distance learning.

Interventions Are Built into  
the School Day

Teachers and instructional support staff can also support their students in after-school programs or tutoring. Administrators will monitor progress of students designated as below grade level with unique needs. Site administrators access prior test results, attendance records, and behavioral patterns using the district's data warehouse, Data Insights. This interactive system provides real-time data based on subgroup assignment according to unique needs. Support staff are working during online instruction, providing one-on-one and small group intervention in classrooms each day. Our Transition Teams are assigned caseloads of students who are socioeconomically disadvantaged, EL designated, or who are in foster care. They help students access interventions and support social emotional well-being. They help keep students connected to the school through regular communication. Their assistance in helping students succeed in the online environment is immensely beneficial. The actions/services associated with transition teams will continue to be fully funded and offered to our neediest students during distance learning modalities.

For pupils with exceptional needs, special education case managers, along with program specialists, will develop distance learning plans for each special education student to address modifications and accommodations and to help students meet their IEP goals. Accommodations and modifications will be made for students with disabilities under Section 504 of the Rehabilitation Act of 1973. Clovis Unified School District recognizes that it must “do their best in adhering to IDEA requirements,

including federally mandated times, to the maximum extent possible” and “are encouraged to consider ways to use distance technology to meet these obligations.” (*COVID-19 School Closures and Services to Students with Disabilities*) Whether during distance learning or in-person instruction, all identified students have a team of educators who routinely monitor their progress in all areas, including, but not limited to, academic, behavioral, social/emotional, and health/medical. During distance learning, this team expands to include additional individuals who provide targeted input on the student’s progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children. Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the student has with the team of educators. Special education service providers work closely with the regular education staff to ensure that IEPs are being followed and the students are being served equitably. Students’ time with the special education staff will still be met and students will meet with special education staff via live, remote instruction, and pre-recorded videos as appropriate to IEP goals. If any adjustments need to be made to the IEP, a request can be made, and a meeting held virtually with all parties to make new decisions that would best meet the student’s needs. Our partnership between the Special Education Department and the school sites offers a full continuum of services for students with unique needs. Special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students’ IEP. IEP teams will consider the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

For students who are foster youth or who are unhoused, the Assistant Director of Student Services & School Attendance (SSSA) connects with the schools to ensure these students have what they need to be successful during remote learning, including regular access to laptops and hotspots for internet connectivity. The Assistant

Director provides support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions to minimize disruptions in enrollment for foster youth and unhoused students.

Foster Youth and Unhoused  
Students Are Supported by  
Our SSSA Office

The staff conducts needs assessments for these students at the beginning of the

school year and connects these students with school- and community-based resources. The students are connected to the area Transition Teams who have regular, intimate contact with these students to ensure that they have the resources and means to supporting schooling in their homes. Transition Team members have access to resources and to other staff members and are the point of regular contact to ensure that these students can be successful at their sites and that their wellness is being considered and supported.

**Actions Related to the Distance Learning Program**

Description	Total Funds	Contributing
A higher percentage of LI, FY, and EL students have selected to participate in distance learning using the flexible online method, using curriculum and instruction from Accelerated Education (TK-5) and EdGenuity (6-12) while the county is assigned watch list status and schools must provide distance learning opportunities. A higher percentage of our unduplicated student population have selected this method of delivery as opposed to the scheduled virtual method. This action will provide our unduplicated students with rigorous curriculum and instruction, aligned to the content standards.	\$462,000	Y
A higher percentage of LI, EL, FY, and students with disabilities have chosen to remain on distance learning, even when the county is allowed to return to on-site instruction. A significant number of our parents are requesting to remain on Accelerate Education and EdGenuity. This resulted in the need to hire teachers on a temporary contract. Temporary teachers also required additional professional development. This action will provide our unduplicated students with rigorous curriculum and instruction, aligned to the content standards.	\$1,470,000	Y
Due to distance learning, teachers may have a higher case load and may be needed for one on one instructions for struggling students. Extra period stipends were provided for teachers surrendering their time otherwise used for preparation.	\$630,000	N

Description	Total Funds	Contributing
Distance learning has created challenges for staff and students. To properly engage students staff equipment needs have changed and instructional supplies were sent home to students to ensure they have the proper tools to maximize achievement.	\$2,000,000	N
Due to COVID-19, students will be submitting work electronically to their teachers. To facilitate the electronic turn in of written assignments the district will purchase a site Turnitin license. This license will support anti-plagiarism, provide formative feedback to the students and support the teachers in providing quality feedback to their students in a timely fashion.	\$69,730	N
Due to COVID-19, curriculum needed to be modified to fit in the distance learning format. Teachers were paid stipends to work on district curriculum and to prepare it for other teachers to use in the online environment. Teachers were trained in the use of these materials during the staff in-service week, the week before school started.	\$39,300	N
Due to COVID-19, CUSD offered trainings to teachers in the area of distance learning and engaging students in productive learning during the Week of August 3-7. These teachers were paid stipends for their attendance. Total funds represent the total stipends offered to teachers during this week of training.	\$150,000	N
Due to COVID-19, students have been required to participate in distance learning. In order for the secondary instrumental music teachers to effectively teach distance learning this year and to also allow the district to easily pivot between distance and in person teaching methods, it is necessary to purchase online music curriculum. The Smart Music and Sight Reading Factory curriculums will support the online teaching modality.	\$26,976	N

Description	Total Funds	Contributing
<p>Due to COVID-19, students have been required to participate in distance learning. The Continuity Plan requires students to be engaged with teachers in synchronous formats. For this purpose, the district has secured a license for Zoom, a modern video communications tool with reliable cloud platforms for video and audio conferencing, chats, and webinars.</p>	\$56,835	N
<p>LI, FY, and EL students are less likely to have the equipment they need to participate in distance learning modalities. Our data show that during distance learning in the spring, our unduplicated youth have a harder time connecting virtually due to lack of a device at home. Due to COVID-19, students have been required to participate in distance learning. The district surveyed all families to determine the need for devices in the home. Parents stating that their child does not have a device were provided one through the district, ensuring that all students had a device. Additional laptops were purchased to meet the demand. This action will help eliminate the barrier to technology for these students and support higher degrees of student achievement.</p>	\$3,000,000	Y
<p>LI, FY, and EL students are less likely to have internet connectivity in their homes. Due to COVID-19, students have been required to participate in distance learning. Students require internet connectivity while participating in distance learning during the 2020-21 school year. The district has secured Wi-Fi hotspots and is funding the monthly subscription fees for students requiring this service. Parents were surveyed and needs were determined in the summer of 2020. Data show that during the spring of 2020, our unduplicated youth had a harder time connecting virtually due to lack of internet connectivity in the home. This action will help eliminate the barrier to technology for these students and support higher degrees of student achievement.</p>	\$2,000,000	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.]

CUSD recognizes that learning loss has occurred due to the emergency distance learning that was started in March 2020 due to the COVID-19 pandemic, both in content knowledge and skills. Face-to-face synchronous teaching was limited, and students participated in mostly asynchronous settings. Students completed work and teachers provided feedback for that work. In the Fall 2020, CUSD was committed to offering students as close to traditional schooling as possible. Students are engaging with teachers in virtual face-to-face instruction for most of the day. Schools in CUSD are committed to offering enhanced assessments and quality interventions in the areas of Reading and Mathematics and ELD, which will support accelerated learning across all subject areas.

In order to diagnose student gaps in understanding and skills, CUSD utilizes a robust diagnostic assessment plan to screen students and to identify needs. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers.

These screeners help teachers plan for core instruction and to develop appropriate interventions. These screeners, in all content areas, were given at the beginning of the school year. CUSD purchased i-Ready

A Robust Diagnostic Plan is in Place to Measure for Learning Loss

for Mathematics and ELA and a core component in this system is the diagnostic tool. The i-Ready diagnostic assessments in ELA and Mathematics meets the California Department of Education’s mandate for schools to provide diagnostic assessments that “can identify where students are in their learning within key content areas when they return to school so teachers can teach them most effectively.” The tool not only informs the teacher of grade level attainment, but it scripts out a learning path for each individual student. The student learning is targeted and appropriate. Students in grades 9-12 use the Reading Inventory, which serves as a pre-assessment tool for high school students. The i-Ready system also contains formative assessments that are given in the winter and spring when 10 weeks of instruction have occurred. Secondary

teachers are familiar with learning paths and team with other grade level partners of the same subject. They are aware of the lesson pathways from previous years and what students may have missed with instruction in the spring. The current teachers can assess for these skills and concepts and fill in gaps during the 2020-2021 school year.

CUSD has identified essential standards and supporting standards in ELA and Mathematics. The essential standards are the key learnings and support the majority of instructional time. Diagnostic assessments and formative assessments given during the year focus on these essential standards. CUSD's formative assessment system, the iCAM and iCAL, is used at least twice each year and measures attainment of essential standards. Students at the secondary level in all content areas take unit assessments.

Essential Standards Drive a Lot of What Happens in CUSD Classrooms

The formative assessment calendar is set by the district and followed by the sites, allowing for some flexibility to align with appropriate instruction. Having a common formative assessment system allows for cross-district analysis and allows for the Curriculum & Instruction

Department to best meet the professional development needs of the teachers and the instructional support for the students. The amount of time spent on "supporting standards" is minimal and students are held accountable to mastery of the essential standards. Focusing on a few key learnings for the year allows time for remediation and intervention. Teachers will prioritize these standards, allowing them to accelerate learning and focus on what matters most.

All schools have multi-tiered systems of support in place. MTSS is a framework that schools use to provide targeted support to struggling students. This tiered system includes the identification of students and strategies for dealing with their deficiencies. All students have access to tier 1 support, which happens in the classroom to meet the immediate needs of students who may be struggling with concepts or skills. Students can be broken into small groups after instruction to assist those who may need more time. Tier 2 support is more targeted and takes place after core instruction, so the students don't miss out on new learning opportunities. Tier 3 provides more individualized support. It targets smaller groups of students, the sessions last longer, and the topics are more narrowly focused. Schools all have different ways of tiered intervention, but each is committed to offering the necessary support for students who experienced learning loss due to the COVID-19 pandemic. Each of the tiers of support have assessments aligned to the learning and are used to maintain or exit students out of a tier of support. Tiers of support are used across all content areas.

Time is dedicated every morning for teachers to participate in meetings that support students with learning loss. Student Study Team (SST) meetings can be used for struggling students who may need access to additional services that the school is offering. Even with distance learning in place, teachers have opportunities to run interventions before and after instruction is scheduled for the day. These blocks of time, scheduled in the day, increase the amount of teacher contact availability allowing for teachers to target those students who may have experienced learning loss. When students return to traditional learning models, the opportunities will exponentially grow in time and offerings. Teachers also can break out into small groups using Zoom. Teachers can send students to groups to collaborate and extend learning with their peers or can meet with small groups to intervene and offer additional support.

The district has developed a comprehensive assessment plan for grades K-12 in Mathematics and ELA. Students are assessed at the end of units or after a period of time of learning. By using formative assessments, teachers and support staff can regroup students and reteach identified areas of need. Teachers use summative assessments to map progress and audit the quality of instruction. Students and teachers are held accountable to these summative assessments. In grades 3-8 and 11 students will be administered the California Assessment of Student Performance and Progress (CAASPP) in accordance with state testing.

Formative and Summative Assessments Help Teachers Determine Learning Gaps and Allows for Reteaching
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The Smarter Balanced Summative Assessments are comprehensive end-of-the-year assessments in English language arts (ELA), mathematics, and science that are aligned to the Common Core State Standards and measure progress towards College and Career Readiness. The tests capitalize on the strengths of computer adaptive testing and have quick turnaround times for results. Holding ourselves accountable to CAASPP helps us remain focused on teaching the right things and measuring our results to ensure that ALL students achieve, and that the learning loss caused by the pandemic is minimized.

Learning loss is not only an issue with ELA, mathematics, and ELD. We are concerned about learning loss in all relevant content areas taught to our students. The curriculum for elementary integrates social science and science into the ELA curriculum, Benchmark. Students are held accountable to learning in these content areas through formative assessments. At the secondary level, all content areas are assessing students for learning loss created in spring of 2020 and are remediating students in gaps of learning. These content area teachers utilize a unit-by-unit formative assessment plan that is developed at the school site. Data from these

assessments are used to support Professional Learning Communities (PLC) at the site as teams work together to ensure that students are mastering the standards. This allows them to review any learning loss that has been created by distance learning in the 2019-20 and 2020-21 distance learning modalities.

English Learners (ELs) are supported through a comprehensive plan of instruction and assessment. English Language Development (ELD) is offered to students in Kindergarten through grade 12. Elementary students receive 30 minutes of instruction targeted to their language proficiency. Some students in secondary schools have a period designated as ELD each day. Core instruction is supported by teachers with EL authorizations. Learning loss can be profound for EL students and more time may need to be devoted to support their continued development in English. Students will benefit from synchronous instruction where the teacher provides vocabulary rich instruction. EL students are measured throughout the year with the English Language Proficiency Assessments for California (ELPAC). The assessment measures the English Language Proficiency (ELP) in the areas of reading, writing, speaking, and listening. The ELP is used to reclassify students from EL status to proficiency in English. A robust assessment system, joined with quality ELD, helps support a student's progress to English proficiency and ameliorates the effects of learning loss caused by the pandemic.

### **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.]

CUSD will continue to provide professional learning opportunities for teachers and support staff in the areas of technology-based instruction and engagement strategies.

A focus will be on mitigating learning loss caused by the distance learning models of instruction. Teachers will also continue to be trained on

Social Emotional Learning and strategies to help students cope. Time was spent before school starts, during professional development days, and in staff meetings held throughout the year. The purpose is to equip all staff members with the necessary tools to move

instruction forward in distance modalities, to increase student engagement and interest, accelerate learning, and to reduce any gaps caused by the global pandemic.

Teachers Are Trained in Strategies for Dealing with Learning Loss

Our school sites will track students with unique learning situations (EL, low income, foster youth, students with exceptional needs, and unhoused students) and will provide targeted intervention for these students. The district provides all schools with a program called Data Insights that allows teachers and administrators to pull data for designated groups and individual students. Schools will use universal screeners for these students and will monitor them using the district’s formative assessment system.

English Learners are susceptible to learning loss, especially when the models of fluent English speakers are not provided for them. To address the issue, our distance learning models are replete with synchronous opportunities providing the students with time to both speak and listen. Students who need more time can work with the teacher before or after school. The use of Google Classroom will help the student remain organized and give opportunities for reading and writing. It provides a great venue for receiving feedback from the teacher or from peers. This degree of interaction is highly valuable to the EL student and provides a well-rounded opportunity to combat learning loss.

Students who are low-income have unique learning needs and benefit from additional support from school. For one, the students often don’t have access to regular meals. They rely heavily on the school to support them. CUSD offers regular meal service to students at many locations throughout the district. For more information on this, see the section on nutrition later in this plan. Access to technology and internet connectivity is often a struggle. Students aren’t as well-versed in technology-enhanced learning and may need support with this. To address this need, CUSD distributed laptops and hotspots to any students in need of access. Not having access to technology was not an issue in the fall of 2020. Please see the relevant section on this topic in a prior section of the plan. Online tutorials were available to our students and teachers during the first week of school to troubleshoot issues. To reduce learning loss, students need additional time to learn content. The minimum instructional minutes per day, along with opportunities for intervention, will benefit these students.

Meeting the Needs of Low-Income Students is a Priority in CUSD

Our foster youth and unhoused students are some of our most vulnerable students. Lack of continuity in placement and lack of a permanent home creates deficiencies in learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues our Assistant Director of SSSA works closely with the school sites and transition team coordinators to connect these students to the campuses. One-to-one

contact is made with the students to ensure that they have the tools necessary to start the school year off with distance learning. Laptops and hotspots were delivered to these students before school started. Students are benefitting from online lessons by teachers in a synchronous setting and with systems like i-Ready that diagnose their learning gaps and targets them with instruction most appropriate for them.

Students with disabilities may experience regression when instruction lacks continuity and is not comprehensive in nature. Although we plan to return to in-person instruction for most students, we will anticipate a healthy number of students to remain on distance learning. Some of our students with special needs are the most vulnerable to the virus and distance learning for them may be the most viable option for the long run. To mitigate learning loss, each student's IEP was carefully reviewed

Students with Disabilities Are Provided Instruction to Support Their IEP Goals

and plans were made to help students achieve their goals through the distance learning modalities. Communication between the special education staff and the regular education staff is key. The more well-versed the regular education teacher is with the child's needs,

the better for the student. Special education teachers are pushing into regular classroom lessons via Zoom, are pulling small groups of kids for instruction and are holding classes in self-contained classrooms. Instructional aides are being used during synchronous and asynchronous lessons to support the students and their success in the classroom.

### **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.]

CUSD is committed to implementing the necessary learning loss strategies to support students in learning during distance learning modalities. The use of such strategies is important but how we measure their effectiveness is even more important. CUSD will measure effectiveness using the following strategies or tools:

- Diagnostic assessments
- Teacher feedback of effectiveness from grouping students
- Pre- and post-tests given to determine growth
- Common formative assessments
- TGLE process
- PLC data points

- MTSS assessments
- Attendance/engagement reports
- Classroom-based weekly assessments
- I-Ready diagnostic and interim tests
- Grades

**Actions to Address Pupil Learning Loss**

Description	Total Funds	Contributing
The achievement of LI, FY, and EL students on state assessments in the district is below all students. Due to learning loss in the spring, the district wants to ensure that the achievement of LI, FY, and EL students on state assessments does not fall below all students. These students benefit from quality diagnostic assessments, comprehensive formative assessments, and targeted instruction. To meet these needs caused by learning loss due to COVID-19, CUSD is purchasing i-Ready for ELA. I-Ready is an interactive online learning environment designed to assess students and provide individualized instruction based on each child’s unique needs. This action will help close the achievement gap for these students on academic indicators.	\$427,316	Y
Some students experienced learning loss from distance learning due to COVID-19 in the 2019-20 school year and students are experiencing distance learning during the beginning of the 2020-21 school year. Some students opted to remain on distance learning even after the school has resumed in-person learning. These students would benefit from a personalized system of teaching and learning in online courses. For this reason, CUSD has purchased a license for Accelerated Education (TK-5) and Edgenuity (6-12).	\$217,000	N

Description	Total Funds	Contributing
To combat learning loss associated with the instruction during the 2019-2020 school year, the district is purchasing Reading Inventory. Reading inventory allows for the assessment of students remotely and identifies the Lexile for reading level for each student. This will allow for teachers to target instruction in reading based on the student results.	\$60,394	N
Determining the reading levels and strengths in reading for students in the primary grades is necessary to target instruction. It is necessary to assess students early to determine the learning loss that occurred in the spring of 2020 due to COVID-19. The DRA2 is an assessment system used in the district. It is necessary to purchase the e-licenses of this system to assess students remotely and to determine their reading strengths.	\$4,000	N

# 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.]

Clovis Unified offers a variety of supports to students, parents and teachers. Our district has taken a tiered approach when developing and identifying effective social/emotional/behavioral supports for students. The first tier of support is available to all of our students and are often provided at the classroom level. Our district also offers more intensive supports (Tier 2 & Tier 3) for those students who have more intensive needs. How these supports are delivered may have changed but our focus has not. We are committed to meeting the social-emotional-behavioral needs of our students, whether it is in a traditional or distance learning format.

CUSD Provides a Tiered System of Support for Mental Health and Social and Emotional Well-Being

Our district has offered numerous resources for teachers, including Second Step, the Positivity Project, Character Strong and Positive Behavior and Interventions Supports (PBIS). Each of these programs can be offered through both an individual classroom and through a school-wide perspective. These programs each offer strategies and interventions to increase positive behavior and encourage character development. These supports have been adjusted to assist teachers through a distance learning format.

Each high school area also has their own Transition Team. Our district's Transition Teams provide support at the elementary, intermediate and high school levels. Through mentorship, our district's Transition Counselors and Student Relation Liaisons strive to develop meaningful relationships with many of our at-risk students.

Many supports are offered, either directly or indirectly, through the Clovis Unified Wellness Project. The Wellness Project was developed to increase awareness of the social-emotional-behavioral needs of our students and provide the necessary interventions/supports to assist our students towards educational success. Critical components of the

The District's Wellness Project Directs a lot of What Happens with Mental Health In CUSD

Wellness Project include the district’s PBIS Team, the Mental Health Support Providers, and the Behavior Consultation Team.

Clovis Unified’s PBIS Team has continued to meet with school sites as they transition to the world of digital teaching and learning. Our focus has been to support teachers in maintaining social-emotional connections with students while being socially distant. Universal proactive strategies derived from collaborating with schools include: adjusting campus wide behavioral expectations to conform with the digital classroom, integrating student and teacher social-emotional engagement within the school day, problem solving new means for behavior correction and discipline, and providing training in data-based decision making for students who may need more intensive and customized supports.

Our district also provides counseling and mental health supports at each of our five intermediate schools, our five comprehensive high schools, and our Alternative Education sites. Each area has a full-time Mental Health Support Provider (MHSP). Our MHSPs offer numerous supports, including individual counseling, group counseling, collaboration with teachers and administrators, as well as consultation with our families. Our Mental Health Support Providers also consult with our families to find appropriate mental health supports outside our district. Our district also provides mental health supports by having on-site therapists from Fresno County Behavioral Health and Comprehensive Youth Services. Additionally, many of our schools have MFT Trainees who, with supervision, provide mental health support. Each of these supports are now provided virtually to meet our students’ current needs.

Clovis Unified also provides behavior consultation, collaboration and support through our Behavior Consultation Team (BCT). The BCT is comprised of three School Psychologists, a Board Certified Behavior Analyst (BCBA) and five Behavioral Consultants. The BCT offers collaboration and consultation with school teams and parents as well as direct support for those students whose behavior impedes their own learning or the learning of others. The goal of the BCT is not only to provide support but to also build capacity within our school teams.

Clovis Unified has provided video training to teachers, administrators and parents to help navigate the unique challenges of the distance learning platform. The videos have addressed such topics as anxiety, providing appropriate structure, and behavior reinforcement schedules. These videos

Clovis Unified Has Provided Training to Support Teachers In Connecting to Students In Distance Learning Formats

were provided in English, Spanish, Hmong and Punjabi.

Education has faced unprecedented challenges due to the distance learning format. Despite this, our district has continued to adjust to meet the needs of all stakeholders. Although these supports may be provided virtually, in many ways it has been business as usual. Clovis Unified continues to be committed to provide highly effective and meaningful social-emotional-behavioral supports to our students and families.

## 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.]

CUSD is committed to providing students with an engaging opportunity to learn and thrive, even in distance learning formats. The district has worked extensively to perform outreach to students and parents. We have surveyed all relevant stakeholders to gather input for building the Learning Continuity Plan. The district held town hall meetings to discuss the return to school and to give parents an opportunity to engage with the district concerning the modalities for the return. Return to school plans were provided to parents and were translated into the five most prominent languages for CUSD: English, Hmong, Punjabi, Spanish, and Vietnamese. The Learning Continuity Plan was presented to the District Advisory Council (DAC) and to the District

Outreach to Students and Parents Prior to School Opening Was Extensive

English Learner Advisory Committee (DELAC) and translation services were provided to parents at these meetings. The Learning Continuity Plan will be placed on the district website in multiple languages to support parent understanding of the goals for reopening

school. Communication between parents and students and the school sites increased throughout the summer using websites, letters mailed home, emails, text messages, phone calls, and the CUSD district app. It was the goal of the district to ensure all students and parents were reached in order to determine if they had any needs and to inform them of the process of starting school, especially when we started in distance learning format.

Teachers reached out to students before the school year started to provide them with the resources to be successful on day one when school started on August 17<sup>th</sup>. The district surveyed parents on availability of technology and connectivity in the home. Students were provided laptops and hotspots if they stated a need in these surveys. Connectivity devices were distributed prior to the start of school. Teachers met with students in synchronous environments, using programs like Zoom, starting on the first day of school. Teachers were the first line of defense to help students solve technology and connectivity problems. School sites also provided hotline numbers for parents and students to use if they were having troubles connecting to their classrooms. The CUSD Technology Department provided additional personnel and a phone number for students and parents to speak with tech support if problems couldn't be solved at the school site. Teachers use Zoom, Google Classroom, Student Connect, and email to keep students connected to the classroom during the school year. Not only is student attendance taken each day and each period, but student engagement is tracked and reported. It is anticipated that all students will be engaged in the learning process while classroom instruction is occurring.

Despite our engagement strategies and efforts, there will be some students who demonstrate lack of engagement and who may be absent from distance learning environments. The district/sites have developed written procedures for tiered reengagement strategies for students who are absent from distance learning opportunities. These strategies will require school personnel to contact the child's parent and determine what is required to get the student present and engaged in learning. It is the goal to remove any barriers for learning and to meet or exceed traditional attendance rates from prior years.

In the tiered approach to reengagement, there are several personnel who will be involved in the process. Teachers and classroom support staff are the first level of the reengagement process. Daily, the teacher takes attendance and rates the level of engagement in the SIS, Q. Teachers provide engaging lessons and keep the students actively involved in the learning process. When students are absent or disengaged, the teacher will contact the student and utilize classroom management strategies to reengage the student. If students are struggling with technology, the teacher will help troubleshoot or connect the student with site or district resources to remove those barriers.

Clovis Unified Instituted a Tiered Approach to Reengagement for Students
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In the next tier, the office will be involved with student absences. On the day of the absence, automated phone calls will be made home to parents to inform them of the

absence and to give them an opportunity to clear the absence. Phone calls will be made by Students Activities Specialists when students have missed multiple days. The Guidance Instructional Specialist (GIS), counselor, Learning Director (LD) or the principal will be involved with students who are habitually absent or who have repeated struggles with engaging in the classroom setting. These administrators will reach out to the students to counsel and support. They will seek to understand what is going on and will develop a plan for students to improve attendance or to engage in classroom learning. Written procedures for tiered reengagement strategies are created for students who are absent from distance learning for more than 3 schooldays or 60 percent of the instructional days in a school week per [Education Code Section 43504\(f\)\(2\)](#). These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction. This plan, shared with the teacher, will be communicated to the parent in their home language. The administrator will follow up with students on a regular basis to ensure success and to maintain the developed plan.

The next tier in our plan is our Student Services & School Attendance (SSSA) office. SSSA helps support the engagement and attendance of students. Our administrators were trained by this office in the summer of 2020 during CHARGE on processes for tracking attendance and engagement and strategies and resources available to support student success. The office has attendance officers who are available to make home visits for students who are not engaging in the learning process. Referrals to these officers are made when interventions at the school site have proven to be ineffective. When the attendance officers visit homes, they find out why the child is not attending or engaging regularly. They inform families of CUSD's policy of clearing absences and the law stating that they need to attend 90% of the time. They educate the families about the SARB process during their visit. The attendance officers collect issues and concerns from the families and relay that back to the school site. SSSA consultants, certificated staff, meet with families and develop plans and contracts once a referral is made to the district level with attendance and engagement concerns. The SSSA office also supports schools in the School Attendance and Review Board (SARB) process and SARBs can be used at both the site and district levels to work with families where students are habitually truant or absent from the school setting, including distance learning formats.

It is recognized that certain groups are at a higher risk of being disengaged in the learning process, especially during distance learning modalities. Foster care, unhoused students, low-income students and English Learners are especially vulnerable. In our experience, students of color are more vulnerable to learning loss. Between our SSSA office and our transition team members, these students are closely followed, and their progress is monitored. Our Transition Teams, working for each of the areas in the district, have these students on their caseload. Disengagement lists are reviewed by the Transition Team student relations liaisons (SRL) and students most at-risk are followed up with. SRLs reach out to the students and counsel with them, providing them encouragement and any necessary resources to reengage them in the learning process. This takes place via a phone call or a meeting on Zoom. Work completion, grades, and awarding of credits are monitored by transition team staff and by counselors at schools and work with a focus on unduplicated students and students of color on their caseload. Student Responsibility Centers on the campuses work with our students with the most unique needs. Our SRLs in the Student Responsibility Centers are responsible for race relations and the success of students of color on our campuses. Clubs and advisories on campuses (for example the African American Student Union) are active and communicating with their constituents, ensuring that students remain connected, who can offer support and encouragement during these troubling times.

Outreach has been provided in multiple languages and contact with families is made in the language of preference. The district will provide translations via telephone when needed. The district will use the Home Language Survey to ensure the preferred language is used and that parents have meaningful exchanges with the district and site personnel.

## 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.]

CUSD recognizes the effect the current economy and loss of jobs has on our families.

CUSD Campus Catering Staff  
Support ALL Students with  
Appropriate, Nutritious Foods

School liaisons are contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are being served. CUSD's schools provide nutritious entrees, bakery items, dry

goods, dairy products, and fresh and frozen fruits and vegetables to students five days a week.

To ensure physical distancing and “no-touch” pick up, CUSD has established drive through food distribution stations where pre-assembled reimbursable are placed in trunks of participants’ vehicles. All school staff are trained in food safety regulations and follow recommended protocols by wearing masks and gloves while working in the schools. The district provides information about these meal distributions, along with additional food resources, through calls, text messages, school site signage, social media and other electronic postings.

Title I Family Community Liaisons also reach out to families personally via phone, text and e-mail to ensure that they are connected to available resources in the school district. Families of students who are eligible for the Free or Reduced-Priced Meal Program are also provided information about meals that are available for pick up at any local public-school distribution site in their area. Summer seamless was extended through December, 2020.

When schools return to in-person instruction, the cafeterias will be operational and will follow increased guidelines to reduce the risk of COVID-19 exposure. Cafeteria cleaning procedures will follow the enhanced protocols outlined for the rest of the campus. In addition, if/when students eat in the cafeteria, surfaces will be cleaned in between each lunch period. Hand sanitizer will be available to students before and after lunch, and time will be built into the school day for hand washing and sanitizing. Campus Catering staff will wear required Personal Protective Equipment (PPE) and will maintain social distancing during food preparation and distribution.

School Cafeterias Will Be Ready When Schools Return to Traditional Instructional Models

**Additional Actions to Implement the Learning Continuity Plan**

Section	Description	Total Funds	Contributing
Mental Health and Socio-Emotional Well-Being	Mental Health and Socio-Emotional Well-Being: District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Professional	\$80,582	Y

	<p>development and program implementation of “The Positivity Project” and “Character Strong” will provide unduplicated youth with increased services in social emotional supports, connectivity, mentoring and ongoing monitoring of success through a multi-tiered system of support. Teachers provide SEL supports (Tier 2 and Tier 3) to identified students. This action will increase connectivity and a feeling of belonging so that student’s basic needs are met and will be successful behaviorally and academically.</p>		
Pupil and Family Engagement and Outreach	<p>Due to COVID-19, it is necessary for teachers to access textbooks, resources, and data online to support students and online modalities. Q Caseloads Modules will provide the teachers with the access that they need to engage students in learning during distance formats.</p>	\$51,500	N

# 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
9%	\$32,165,964

## 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.]

CUSD is considerate of the students we serve and understand that some of our most vulnerable students require additional support. When considering the entirety of school programs, CUSD must first consider these subgroups (Foster Youth, English Learners, and Low-Income Students) and other significant subgroups in order to ensure that schools provide students with engaging opportunities and to ensure the success of ALL students. The needs of these students are prioritized and areas where additional support is needed, actions and services are put in place to meet these needs.

Some of CUSD’s Most Vulnerable Students Require Additional Support

The supporting details required in this prompt are unique to each action/service included in this plan. Each “contributing” action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every “contributing” action is designed to support the identified group’s needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as “contributing” were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

The contributing actions in this plan include:

**Action:** A higher percentage of LI, FY, and EL students have selected to participate in distance learning using the flexible online method, using curriculum and instruction from Accelerated Education (TK-5) and EdGenuity (6-12) while the county is assigned watch list status and schools must provide distance learning opportunities. A higher percentage of our unduplicated student population have selected this method of delivery as opposed to the scheduled virtual method. This action will provide our unduplicated students with rigorous curriculum and instruction, aligned to the content standards.

**Other Considerations:** Students would have to participate in the scheduled virtual method also offered by the district.

**Basis for Schoolwide Implementation:** Offering the flexible online option to all students allows us to limit the number of teachers required to support the online modality of instruction. It allows us to efficiently and effectively provide this option to our unduplicated students.

**Research:** [The Benefits of Online Learning](#) [Researching K-12 Online Learning](#)  
[Evaluation of Evidence-Based Practices in Online Learning](#)

**Action:** A higher percentage of LI, EL, FY, and students with disabilities have chosen to remain on distance learning, even when the county is allowed to return to on-site instruction. A significant number of our parents are requesting to remain on Accelerate Education and EdGenuity. This resulted in the need to hire teachers on a temporary contract. Temporary teachers also required additional professional development. This action will provide our unduplicated students with rigorous curriculum and instruction, aligned to the content standards.

**Other Considerations:** Students would have to participate in the scheduled virtual method also offered by the district.

**Basis for Schoolwide Implementation:** Offering the flexible online option to all students allows us to limit the number of teachers required to support the online modality of instruction. It allows us to efficiently and effectively provide this option to our unduplicated students.

**Research:** [The Benefits of Online Learning](#) [Researching K-12 Online Learning](#)  
[Evaluation of Evidence-Based Practices in Online Learning](#)

**Action:** LI, FY, and EL students are less likely to have the equipment they need to participate in distance learning modalities. Our data show that during distance learning in the spring, our unduplicated youth have a harder time connecting virtually due to

lack of a device at home. Due to COVID-19, students have been required to participate in distance learning. The district surveyed all families to determine the need for devices in the home. Parents stating that their child does not have a device were provided one through the district, ensuring that all students had a device. Additional laptops were purchased to meet the demand. This action will help eliminate the barrier to technology for these students and support higher degrees of student achievement.

**Other Considerations:** The district would resort to using other means to support instruction, including independent study packets and phone calls.

**Basis for Schoolwide Implementation:** Utilizing schoolwide implementation for this action will allow us to operate efficiently and effectively, ensuring that no student is missed. Providing the device ensures that students have an opportunity to collaborate and interact with their peers. This is our way to guarantee that all students have the access they deserve.

**Research:** [COVID-19 & Remote Learning: How to Make It Work](#) [Six Research-Backed Strategies for Remote Teaching](#) [Asynchronous and Synchronous E-Learning](#) [Synchronous and asynchronous e-learning styles and academic performance of e-learners](#)

**Action:** LI, FY, and EL students are less likely to have internet connectivity in their homes. Due to COVID-19, students have been required to participate in distance learning. Students require internet connectivity while participating in distance learning during the 2020-21 school year. The district has secured Wi-Fi hotspots and is funding the monthly subscription fees for students requiring this service. Parents were surveyed and needs were determined in the summer of 2020. Data show that during the spring of 2020, our unduplicated youth had a harder time connecting virtually due to lack of internet connectivity in the home. This action will help eliminate the barrier to technology for these students and support higher degrees of student achievement.

**Other Considerations:** The district would resort to using other means to support instruction, including independent study packets and phone calls.

**Basis for Schoolwide Implementation:** Utilizing schoolwide implementation for this action will allow us to operate efficiently and effectively, ensuring that no student is missed. Having connectivity allows for students to collaborate and interact with their peers. Internet connectivity provides access to digital online tools and supports. This is our way to guarantee that all students have the access they deserve.

**Research:** [COVID-19 & Remote Learning: How to Make It Work](#) [Six Research-Backed Strategies for Remote Teaching](#) [Asynchronous and Synchronous E-Learning](#) [Synchronous and asynchronous e-learning styles and academic performance of e-learners](#)

**Action:** The achievement of LI, FY, and EL students on state assessments in the district is below all students. Due to learning loss in the spring, the district wants to ensure that the achievement of LI, FY, and EL students on state assessments does not fall below all students. These students benefit from quality diagnostic assessments, comprehensive formative assessments, and targeted instruction. To meet these needs caused by learning loss due to COVID-19, CUSD is purchasing i-Ready for ELA. I-Ready is an interactive online learning environment designed to assess students and provide individualized instruction based on each child's unique needs. This action will help close the achievement gap for these students on academic indicators.

**Other Considerations:** Utilization of currently approved curriculum in ELA. Use of traditional diagnostics. Interventions to target individual student needs.

**Basis for Schoolwide Implementation:** Schoolwide implementation is used because of ease of access to the program. Giving all students access to the services ensures that unduplicated students have access and none will be left behind. This ensures consistency and equity of services. Having schoolwide access provides common data across schools sites and student groups to ensure equity and targeted intervention occurs for the needed school groups.

**Research:** [Diagnostic Assessment in Support of Student Learning](#) [The Core Four of Personalized Learning: The Elements You Need to Succeed](#) [i-Ready Efficacy: Research on i-Ready Program Impact](#)

**Action:** Mental Health and Socio-Emotional Well-Being: District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Professional development and program implementation of "The Positivity Project" and "Character Strong" will provide unduplicated youth with increased services in social emotional supports, connectivity, mentoring and ongoing monitoring of success through a multi-tiered system of support. Teachers provide SEL supports (Tier 2 and Tier 3) to identified students. This action will increase connectivity and a feeling of belonging so that student's basic needs are met and will be successful behaviorally and academically.

**Other Considerations:** Continue with baseline SEL support for students and require teachers to create SEL curriculum and lessons for students during distance learning.

**Basis for Schoolwide Implementation:** District wide implementation allows for ease of access for students and efficacy when looking at the districts MTSS system of supports to ensure SEL supports for students during COVID-19 and distance learning.

**Research:** [Building Academic Success on Social and Emotional Learning: What Does the Research Say?](#) [Social and emotional learning: Past, present, and future.](#) [“Plays Nice With Others”: Social–Emotional Learning and Academic Success](#)

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

The “contributing” actions/services are principally directed toward our English Learners, low income and foster students (also known as unduplicated students) and designed to help CUSD balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students. The actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

CUSD Expends \$32,686,340 to Provide Direct Services to Our Unduplicated Student Population

The percentage to increase or improve services has been calculated at 9% using the dollar amount of \$32,165,964. By directing all the supplemental funding toward actions principally directed toward unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$32,686,340 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as “contributing,” the following describes other actions/services that contribute towards meeting the increased or improved services requirement:

<b>Title of the “Contributing” Action/Service</b>
Class size reduction in K-3 and 4-6
VAPA equipment

Underachievement of Unduplicated Students-Programs
Career technical education courses
Increase connection points to school
School to home communication connections; Student Relations Liaisons
Transition counselors/directors
Transition team academic counselor
Licensing to provide online college and career planning
Specialized services and support for migrant education
Supplemental instructional support for sites
After-school intervention programs
Intervention summer school
Push-in K-6 teachers
Additional instruction in core classes
Intervention stipends
Healthy Start coordinator
ELD teachers at secondary schools
Increased bus routes
Mentoring services at alternative sites
Opportunity classes at intermediate schools
CSI coordinator
EL summer school
Additional nursing services
Personnel for Student Services & School Attendance for foster and unhoused support
Academic counselors
Guidance Instructional Specialist for at-risk students
Comprehensive Youth Services
Administrative support for Multi-tiered System of Support (Academic and Behavioral Intervention)
Positive Behavior Intervention and Support (PBIS)
Computer-based data management system
Professional development for diversity and poverty
Additional behavioral support; psychologists
Additional social emotional psychologists at high schools
Lead psychologist for comprehensive wellness plan
Supplemental resources
Oral and written translation services above and beyond what is required by Ed Code
Parent resource center/community resource centers

Learning directors for area transition teams
Training highly qualified teachers and development of curriculum & assessments