



Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Coronado Unified School District (CUSD) is a preschool through adult education district located in the city of Coronado near San Diego. CUSD staff members strive every day to ensure our vision and mission statements are fulfilled through our students' well-being and preparedness for their futures. The District is contiguous with the boundaries of the entire Coronado community. All information about our schools and programs can be found at www.coronadousd.net.

The impact that the COVID-19 pandemic has had on CUSD students, staff and the surrounding Coronado community are unprecedented. CUSD closed schools March 16, 2020. Upon these emergency closures, CUSD immediately developed parent outreach surveys to assess student technology needs to determine student access to devices and the internet at home. Teacher access to devices and internet at home was also assessed. Over 503 devices were prepared, sanitized and distributed to students throughout our four school sites. Mobile hotspots were also issued to families upon request and 73 devices were distributed to staff members. The CUSD Distance Learning Plan launched on March 30th for staff to review and develop plans for distance learning, using a universal CUSD distance learning template and guidelines. Individual technology support was provided to staff during this five day planning period. CUSD Distance Learning for students launched on April 6th, following the regularly scheduled spring break. During the first few weeks, each school site assessed student participation, ability to access learning platforms, and teacher needs for continued professional learning. Beginning on April 6th, the Child Nutrition Services Department implemented an emergency meal distribution system at one geographically convenient school site. Families could pick up five breakfasts and five lunches for one full week for each individual student. This background relative to how CUSD navigated the emergency school closures in spring 2020 is important in order to provide context, awareness and reflection focused on what worked well, what challenges were encountered and what CUSD can refine and develop for the new school year. When school resumes for the 2020-2021 school year on August 27th, CUSD will ensure that equity and access in concert with our vision, mission and goals continue to guide our important work, whether it is remote or in-person.

Our Vision: We inspire, innovate, and create limitless opportunities to thrive.

Our Mission: Quality Education for Life - Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

Our Board Goals:

1. **LEARNING:** Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
2. **COMMUNICATION:** Communicate openly, freely, and accurately to engage and involve all shareholders.
3. **SUPPORT:** Maintain safe and supportive schools where students and staff thrive.

The Basics:

- Locally elected five-member Board of Education; Superintendent employed by the Board

- Four Schools: Coronado High School, Coronado Middle School, Silver Strand Elementary School, and Village Elementary School
- 381 Employees: 181 certificated (teachers, counselors, speech therapists, etc.); 174 classified (instructional assistants, custodians, maintenance, grounds staff, etc.); 26 certificated and classified administrators (superintendent, assistant superintendent,

directors, principals, assistant principals, mid-management)

Enrollment: 3,062 students (CBEDS October 2019)

- Coronado High School: 1,135 students
- Coronado Middle School: 764 students
- Silver Strand Elementary School: 360 students
- Village Elementary School: 794 students
- Non-Public Schools: 9 students

CUSD Demographics (2019-2020):

- 16.0% inter-district transfer students, including children of parents who work but do not live in Coronado
- 12.6% students with Individual Education Plans (IEPs)
- 34% of students are connected to the military (based on federal survey cards completed annually)

Silver Strand Elementary: 85%

Village Elementary: 39.6%

Coronado Middle School: 36.6%

Coronado High School: 28.2%

Total Unduplicated Count: 13.4% (n=411)

- English Learners: 3.0% (93 students)
- Socio-Economically Disadvantaged Students: 7.9% (241 students)
- Foster Youth and Homeless Students: 0.001% (3 students)

Enrollment by Ethnicity (2019-2020):

- African American: 1.4%
- American Indian or Alaskan Native: 0.2%
- Asian: 1.4%
- Filipino: 1.7%
- Hispanic or Latino: 21.4%
- Pacific Islander: 0.4%
- White: 59.1%

- Two or More Races: 8.4%
- Not Reported: 5.7%

Stakeholder Engagement

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

CUSD provided shareholders with multiple opportunities to be a part of the planning process and development of the CUSD Learning Continuity and Attendance Plan. CUSD stakeholders include representatives from the following groups: students; parents/guardians; administrators; teachers (Association of Coronado Teachers) and classified staff (California School Employees Association); D/ELAC; various parent/school committees; Coronado SAFE (School and Family Enrichment); Military Local Planning Council and military partnerships. Strategic efforts were made to solicit specific feedback from the above advisory committees, which includes parents of foster youth, homeless youth, low income youth, English learners, military-dependent students.

2020-2021 Learning Continuity and Attendance Plan (LCP) was presented to multiple stakeholder groups and feedback opportunities were held on the following dates and included various methods in soliciting feedback:

- Fall Task Force (FTF) was formed and included CUSD administrators, certificated staff and classified staff, totalling 39 members. The FTF met on the following 2020 dates: June 10, June 17, June 24, July 1, July 8, July 15, July 22, July 29, August 5.

Operating through an equity and access lens, the FTF was divided into four smaller 'tiger teams' that over the course of 9 weeks, collaborated around and developed virtual / hybrid / in-person learning schedules and logistics at all school sites. There

was also a safety and wellness team that utilized the SDCOE Reopening Checklist to develop health, safety, facility and SEL guidelines and supply orders for reopening.

- Parent Survey was facilitated in late July regarding distance learning and reopening plans using a Google Form.
- Staff Survey was facilitated in July regarding reopening plans using a Google Form.
- Staff Town Hall Meeting was facilitated virtually on July 22, 2020.
- Village Elementary Town Hall Meeting was facilitated virtually on July 23, 2020.
- Silver Strand Elementary Town Hall Meeting was facilitated virtually on July 23, 2020.
- Coronado Middle School Town Hall Meeting was facilitated virtually on July 24, 2020.
- Coronado High School Town Hall Meeting was facilitated virtually on July 24, 2020.
- Monthly Governing Board meetings: beginning in May, the CUSD Governing Board was provided with monthly updates related to COVID-19 impacts on teaching and learning, the COVID Operations Written Report and plans for reopening schools.

- Public Hearing at the CUSD Governing Board meeting held on August 13, 2020.
- Learning Continuity and Attendance Plan Community Forum held on September 2, 2020

CUSD continues to solicit and receive feedback from our learning community relative to technology and the CUSD BRIDGE (distance learning) program. Below is a summary of the number of comments/questions received from our families:

- 52 CUSD technology
- 16 Silver Strand Elementary Distance Learning
- 30 Village Elementary Distance Learning
- 24 Coronado Middle School Distance Learning
- 103 Coronado High School Distance Learning

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

At a regularly scheduled Governing Board meeting held on August 13, 2020, CUSD held a public hearing for the 2020 Learning Continuity and Attendance Plan. This public hearing allowed for stakeholders to submit public comments, even from a remote environment. Additionally, the surveys, town hall meetings and stakeholder forum described in the section above provided opportunities for stakeholders to participate, even from a remote environment. Participants could also access a call in number to listen to the audio or to request translation services. Additionally, a LCP draft was posted on the website to provide the public opportunities to review the LCP and comment at a regularly scheduled Board meeting. The approved LCP will be placed prominently on the CUSD homepage and will also be translated into Spanish.

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

The themes that emerged from feedback solicited during the parent survey and town hall meetings included: robust and rigorous instruction every day of the week, published instructional schedule for structure and continuity of learning, and individualized support to mitigate learning loss.

The themes that emerged from the FTF and feedback solicited during the staff survey and town hall meeting included: professional development related to technology and distance learning, and time built into a structured schedule for collaboration, planning and student support.

The themes that emerged from the LCP Community Forum held virtually on September 2nd included: specific programs that are supporting the mental health and social and emotional well being of students and staff, considerations for in person instruction relative to sharing of materials and hybrid schedules, maintaining stamina in this type of environment, and examples of specific curricula and resources to mitigate pupil learning loss.

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

Feedback received from stakeholder groups described above strongly influenced the CUSD distance learning plan and the protocols and procedures that will need to be in place in order to safely bring students and staff back to campus. Specific themes strongly correlated with the LCP Distance Learning section (influenced by the town hall parent and staff meetings, and the Fall Task Force) and included comments and actions to be taken related to the following:

- rigorous instruction
- safe environment with all protocols in place
- published instructional schedule for structure and continuity of learning
- individualized support
- open, consistent communication
- focus on social-emotional learning (SEL), including SEL resources

Feedback received from the stakeholder groups who participated in the LCP Community Forum influenced multiple sections of the LCP. The forum participants included staff, community partners, and parents, including parents of our unduplicated students, military-dependent students, and special education students. Specific sections of the LCP influenced by the stakeholder input are below:

- Pupil Learning Loss: Added to this LCP section is specific instructional, intervention and curricular programs; SEL strategies to support academics (goal setting, self-reflection, etc); student support time that is added into the schedule; community resources; clubs.
- In-Person Instructional Offerings: Added to this LCP section is a focus on ELA and Math for cohort groups being brought back to campus and mindfulness relative to unenrolled students re-enrolling for planning and scheduling purposes.
- Pupil Engagement and Outreach: Added to this LCP section is a focus on current attendance rates, CUSD communication strategies and transportation offerings.
- Mental Health and Social and Emotional Well Being: Added to this LCP section is a focus on specific resources to support students and staff, community resources, military resources, distance learning and in-person student schedules that have SEL incorporated, and

school strategies to connect with students.

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.]

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction may not be immediately available and currently is not available, as San Diego County is on the watch-list. CUSD is prepared to offer in-person instruction when it is deemed safe. CUSD has developed detailed plans to provide a hybrid learning environment or all in-person learning environment. In preparation to implement both learning plans, CUSD has used the SDCOE Reopening Checklist to ensure that there are health and safety protocols in place, including, but not limited to, face coverings available with guidelines, social distancing protocols and signage, transparent desk barriers, face shields, hand washing and sanitizing protocols and materials, staggered schedules, limiting shared supplies and materials, water stations and efforts to cohort groups of students. Additionally, CUSD has implemented safety protocols for staff who are back at school sites, including providing training relative to health, safety and hygiene.

CUSD recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, has impacted all students but may have a disproportionate effect on the youngest students, students with disabilities, students who are most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students. With all the above health and safety protocols in place when CUSD resumes in-person instruction, a critical, foundational focus in the classroom-based instructional program and learning environment will be on social-emotional learning (SEL) and psychological health and well-being. Providing a caring and nurturing environment and developing strong relationships and connections with our students will enable CUSD staff to provide individualized psychological and SEL supports and resources. Counseling, other support services, and/or referrals to other agencies shall be available to assist students dealing with the social and emotional effects of COVID-19.

Depending on guidance relative to how our schools can re-open for on-campus instruction, priority for on-campus instruction will be given to the lowest-performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth and English learners. On-campus instruction will also be prioritized for students performing below standards in ELA, Math, and for subjects that are difficult to deliver through virtual learning (lab sciences, art, VAPA, CTE, etc.).

Upon return, it is also critical to evaluate the impact of the school closures on CUSD students' academic progress, learning and competency. CUSD academic evaluations will include addressing student-specific needs arising from the transition back to in-person instruction and assessments to determine what students experienced a regression of skills and/or lack of progress. These initial academic assessments in the core instructional areas (ELA, Math, Writing and ELD) will support the quick identification of students who have not progressed or have regressed, allowing CUSD staff to identify opportunities for recovery, including supplemental education services or new/different support services. The specific assessments/programs to be used to measure student academics will include, but will not be limited to: CAASPP Interim Assessments, MDTP (secondary math assessment), CPM Pre-Assessments, Read 180, NWEA, Benchmark Advance Reading Inventories, Bridges in Mathematics Pre-Assessments, SEL Survey, Amplify Assessments and other various curriculum-specific pre-

assessments. Ongoing formative and summative assessments will be used to monitor student progress and provide individualized intervention strategies to accelerate student learning.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Health and Safety (PPE) Equipment: To comply with all safety reopening guidelines as determined by the California Department of Public Health, CUSD has purchased a variety of PPE equipment in order to ensure staff and student safety when returning to in-person instructional offerings. | \$150,000 | No |
| Instructional Materials: Additional instructional materials and assessment softwares will be purchased to support the identification of students who have experienced significant learning loss and the implementation of intervention strategies to accelerate learning. | \$200,000 | No |
| Technology Hardware and Software: Additional technology equipment will be purchased to support a hybrid schedule where there is distance learning incorporated into the weekly schedule. Additional software licenses will be purchased to support a hybrid schedule. The hardware and software will ensure a continuity of learning as students navigate a combination of distance learning and in-person instruction. | \$50,000 | No |

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 is committed to providing continuity of instruction and learning to ensure that all students have equitable access to a full curriculum regardless of the method of delivery: virtual learning (CUSD BRIDGE), hybrid learning schedule and on-campus schedule. In June, CUSD

created a distance learning unit template that mirrors the distance learning instructional requirements within AB77. All staff in grades TK-12 spent June 1-11 participating in professional development focused on our virtual LMS platforms (PowerSchool, Google Classroom and Seesaw), Zoom, and curriculum/publisher specific distance learning resources. Teachers also utilized this time to develop and complete their first unit of study for distance learning using the uniform elementary and secondary distance learning templates to ensure that all components are incorporated for equity, access and continuity of learning. These templates incorporate not only the curriculum topics and lesson descriptions (teachers will be using our CUSD adopted curricula), but follow a research-based, backwards design model (Wiggins and McTighe; Hattie; Fisher and Frey), ensuring that all lessons are standards-based, focusing on the essential understandings/learnings and incorporate technology in order to provide robust and rigorous synchronous and asynchronous instruction and learning activities via a distance. Here are links to the templates:

1. Elementary Distance Learning Unit Template:

<https://drive.google.com/file/d/11YoPcc9Z5nqonLkWQTy6B7V0pE4N8B9Q/view?usp=sharing>

2. Secondary Distance Learning Unit Template: [https://drive.google.com/file/d/1q-](https://drive.google.com/file/d/1q-MyRbwlNP6VFTUjps1O2IYW9ADOaC0/view?usp=sharing)

[MyRbwlNP6VFTUjps1O2IYW9ADOaC0/view?usp=sharing](https://drive.google.com/file/d/1q-MyRbwlNP6VFTUjps1O2IYW9ADOaC0/view?usp=sharing)

CUSD teachers and support staff use Powerschool at the secondary level, and Google Classroom and Seesaw at the elementary level to post unit lessons, activities, assessments, grades and provide feedback. CUSD will be using a district license for Zoom as a platform for teachers to use to provide live, daily instruction to their assigned students. Additionally, teachers will be available during support (office) hours to provide individualized and small group interventions and support. During asynchronous instruction, teachers will use the digital platforms and resources that are incorporated into the adopted curricula for the different subject areas (Bridges, Benchmark Advance, FOSS, Amplify, Discovery Ed, CPM, etc.) and will also have access to multiple supplemental digital applications to utilize including, but not limited to, screencastify, desmos, seesaw, raz kids, mystery science, jamboard, wikiprojects, IXL, flocabulary, explain everything, flipgrid, and chrome extensions.

CUSD will ensure instructional continuity for students by utilizing the same learning platforms (LMS - PowerSchool, Google Classroom, SeeSaw) for all methods of delivery (CUSD BRIDGE, Hybrid, in-person) as well as using our adopted curricula and supplementary learning platforms. This will enable us to transition seamlessly between emergency closures and in-person instruction.

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.]

Similar to the process that CUSD implemented in the spring, a parent survey/form will continue to be used to assess student technology needs and requests relative to student devices and internet services at home. Following school closures on March 16, 2020, parent surveys were developed to assess student technology needs to determine student access to devices and the internet at home. Teacher access to devices and internet at home was also assessed. A Technology Checkout Form was developed for students/families to check out a district Chromebook. In the spring, over 503 devices were prepared, sanitized and distributed to students throughout our four school sites. For families without internet access, mobile hotspots were issued (2 hotspots). 73 devices were distributed to staff members. As stated above, CUSD will continue to use a similar process and has the capacity for and will continue to check out devices to families and distribute hotspots

for connectivity as needed. Prior to distribution, all devices are sanitized and bagged for safety of transfer. CUSD recognizes and has resources to support families relative to navigating the digital curriculum and resources. CUSD will also connect with individual students/families who are not engaging with the asynchronous, digital activities and provide the necessary supports. Parents and students can access training videos and can also connect with CUSD personnel for additional assistance. Additionally, if devices are not functionally properly, families can contact their school site to exchange it for another device. CUSD has also taken measures to ensure that teachers and staff have the resources they need to provide live, daily instruction from home or their classrooms. A significant contributing factor to our current CUSD attendance rates (over 98% at each school site) are the efforts the CUSD IT department and site library technicians continue to make to ensure that all students have access to a device and connectivity. Over 1,200 devices have been distributed in total.

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.]

CUSD will monitor and assess student participation and progress through multiple measures. CUSD BRIDGE (our distance learning platform) has structured schedules that comply with the daily instructional minutes requirements of AB77 and includes a balance of synchronous and asynchronous instruction and assignments. Student attendance will be taken daily via Synergy, the CUSD Student Information System, and will be determined based upon whether or not the student attended (showed up on the Zoom) live, synchronous, scheduled meetings/class periods or evidence of engagement in the daily instructional activities. Additionally, teachers will assign approximate time values to all student work and will monitor and assess student engagement in asynchronous learning activities using a combination of the assignments that students complete and turn in on a weekly basis. Similar to the grading practices during in-person instruction, teachers will collect and assess assignments via PowerSchool, Google Classroom, Seesaw, Flipgrid, etc. and will provide targeted feedback to students. Student grades will be based on a combination of formative and summative assessments, demonstrating student understanding of applicable course content through assessments, projects, portfolios, or other appropriate means. NWEA (MAP assessments from winter 2020 were used as baseline data to provide progress reports in the spring and to also inform class placement for the fall. The specific assessments/programs that will be used to measure student progress will include, but will not be limited to: CAASPP Interim Assessments, MDTP (secondary math assessment), CPM Pre-Assessments, Read 180, NWEA, Benchmark Advance Reading Inventories, Bridges in Mathematics Pre-Assessments, SEL Survey, Amplify Assessments and other various curriculum-specific pre-assessments. Ongoing formative and summative assessments will be used to monitor student progress and provide individualized intervention strategies to accelerate student learning. Benchmark assessments will occur on a twelve week cycle. Formative assessments will occur daily, weekly and every few weeks dependent upon the content, intervention tier and purpose.

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.]

Preparation for distance learning truly began when CUSD schools experienced emergency closures on March 16, 2020. Upon these closures, CUSD immediately began preparing to provide all students an equitable and accessible distance learning experience. On March 30, 2020, staff review the CUSD Distance Learning Plan and developed plans for distance learning using a universal CUSD distance learning template and guidelines. Individual technology support was provided to staff during this five day planning period. CUSD distance learning for students launched on April 6, 2020. This initial experience with developing and implementing distance learning plans laid a foundation

upon which CUSD continued to refine and develop based on staff/student/parent feedback, state guidelines and continued professional learning. In June, CUSD created a distance learning unit template that mirrors the distance learning instructional requirements within AB77. All teachers and support staff in grades TK-12 spent June 1-11 participating in professional development focused on our virtual LMS platforms (PowerSchool, Google Classroom and Seesaw), Zoom, and curriculum/publisher specific distance learning resources. Teachers also utilized this time to develop and complete their first unit of study for distance learning using the uniform elementary and secondary distance learning templates to ensure that all components are incorporated for equity, access and continuity of learning. These templates incorporate not only the curriculum topics and lesson descriptions (aligned to CUSD adopted curricula), but follow a research-based, backwards design model (Wiggins and McTighe; Hattie; Fisher and Frey), ensuring that all lessons are standards-based, focusing on the essential understandings/learnings and incorporate technology in order to provide robust and rigorous synchronous and asynchronous instruction and learning activities via a distance. Here are links to the templates:

1. Elementary Distance Learning Unit Template:

<https://drive.google.com/file/d/11YoPcc9Z5nqonLkWQTy6B7V0pE4N8B9Q/view?usp=sharing>

2. Secondary Distance Learning Unit Template: [https://drive.google.com/file/d/1q-](https://drive.google.com/file/d/1q-MyRbwlbNP6VFTUjps1O2IYW9ADOaC0/view?usp=sharing)

[MyRbwlbNP6VFTUjps1O2IYW9ADOaC0/view?usp=sharing](https://drive.google.com/file/d/1q-MyRbwlbNP6VFTUjps1O2IYW9ADOaC0/view?usp=sharing)

During the weeks of June 1 - June 11, teachers also had the opportunity to choose additional professional learning technology workshops as it pertained to their individual needs. Examples of these live and pre-recorded workshops included: publisher specific trainings (Benchmark Advance, Bridges), LMS platforms (Powerschool, Google Classroom, Seesaw), screencastify, desmos, seesaw, raz kids, mystery science, jamboard, wikiprojects, IXL, flocabulary, explain everything, flipgrid, and chrome extensions. Building teacher capacity within the core and supplementary platforms is a priority and will directly affect the success of our fall distance learning program, called CUSD BRIDGE: Connecting educators, students and families in distance learning. Additional professional learning in June also included SDCOE facilitated training on how to build connections and relationships in a virtual environment. When teachers return in August, CUSD will continue to provide refresher trainings on technology platforms and applications, in addition to targeted professional learning related to creating meaningful formative and summative assessments in a virtual environment, and developing essential learnings for units of study. Individual teacher support will be provided on an ongoing basis.

Staff Roles and Responsibilities

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

The majority of CUSD have maintained their roles and pre-COVID responsibilities. Additional responsibilities added to all CUD staff includes the expectation to comply with all health and safety guidelines when physically on CUSD property. The custodial and maintenance staff have learned new sanitizing and cleaning protocols that have been added to their daily duties. CUSD teachers have also learned new technology platforms to assist them with successfully implementing the CUSD BRIDGE program. CUSD is also evaluating how to best utilize instructional aides during distance learning, as their roles will look a little bit different when providing supports to individual or small groups of students during distance learning.

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 prepared to provide targeted support for students with unique needs, including our English learners, students with exceptional needs, students in foster care and students who are experiencing homelessness. For our English learners (EL), English language development (ELD) teachers have created and will provide a variety of learning activities and access to software programs designed for distance learning to supplement the daily designated and integrated ELD lessons that will be implemented by the classroom teachers. ELD teachers will regularly meet with EL students virtually to support language development and assist with scaffolding teacher provided distance learning lessons. Students with disabilities will continue to receive specialized academic instruction and related services per the current Individual Education Plan (IEP). CUSD staff will ensure foster youth will be provided with assistance and/or social services to address basic needs, with priority on free and reduced-price meals, counseling support and/or referrals to outside agencies, and individualized instruction when necessary. Similarly, CUSD staff will ensure that our homeless children be provided with assistance and/or social services to address basic needs, with priority on free and reduced-price meals or assistance under the McKinney-Vento Homeless Assistance Act, counseling support and/or referrals to outside agencies, and individual instruction when necessary.

CUSD will continue to ensure that our at-risk students have access to computer devices and the internet for distance learning. We will also continue to provide families with information via CUSD newsletters on emergency food distributions (in addition to what our Food and Nutrition Department is providing), mental health resources, and other forms of community aid and resources to our families. In addition to working with individual families to meet their specific needs, feedback will be regularly solicited to determine next steps to support our students. Throughout our entire CUSD system, we will continue to strive to ensure the academic and social-emotional needs of our unduplicated students are met. Teachers, support staff and counselors at each school site will continue to collaboratively support our students in need of academic interventions. Site counselors, teachers, support staff and administrators will continue to reach out to students and provide individual support.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase of software and hardware to support distance learning curriculum and instruction. | \$100,000 | No |
| Purchase of hot spots for students in need. | \$20,000 | No |
| Professional learning contracts and costs. | \$150,000 | No |

| Description | Total Funds | Contributing |
|-------------|-------------|--------------|
| | | |

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 the consequences of the COVID-19 pandemic has impacted all students academically and social-emotionally. A critical, foundational focus in the live, synchronous instructional program (whether virtual or classroom-based) and the learning environment will be on social-emotional learning (SEL) and psychological health and well-being. Providing a caring and nurturing environment and developing strong relationships and connections with our students will enable CUSD staff to provide individualized psychological and SEL supports and resources. Counseling, other support services, and/or referrals to other agencies shall be available to assist students dealing with the social and emotional effects of COVID-19. Parallel to addressing SEL, is evaluating the impact of the school closures on CUSD students' academic progress, learning and competency. CUSD academic evaluations will include addressing student-specific needs and assessments to determine what students experienced a regression of skills and/or lack of progress. These initial academic assessments in the core instructional areas (ELA, Math, Writing and ELD) will support the quick identification of students who have not progressed or have regressed, allowing CUSD staff to identify opportunities for recovery, including supplemental education services or new/different support services. The specific assessments/programs to be used to measure student academics will include, but will not be limited to: Winter 2020 MAP scores, CAASPP Interim Assessments, MDTP (secondary math readiness assessment), CPM Pre-Assessments, Read 180, NWEA, Benchmark Advance Intervention and ELD Assessments, Bridges Pre-Assessments, SEL Survey, Amplify Assessments and other various curriculum-specific pre-assessments. Formative and summative assessments will occur in aligned to our CUSD site assessment calendars. These calendars provide specific timelines for pre-assessments (baseline), frequent (quarterly) benchmark assessments, summative assessments and state assessments. In collaboration with the classroom teacher, assigned, certificated and classified support staff will work individually with identified students to provide academic support and intervention via one-on-one and small groups. Staff will provide direct instruction using the essential standards for the enrolled grade level and content area (ELA and/or Math) in order to mitigate additional learning loss (TNTP Reimagine Teaching, April 2020). Staff will use the CUSD adopted intervention materials for ELA, Math and ELD, and will provide additional training for staff as needed.

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.]

For our at-risk and unique subgroups, an immediate emphasis of address SEL, health and safety is a priority. CUSD at-risk students include unduplicated students, military-dependent students, special education students and students achieving below the standards. The process and strategies described above will be used as tier I, II and III identification and intervention supports for our at-risk students who are showing learning loss. In collaboration with the classroom teacher, assigned, certificated and classified support staff will work individually with identified students to provide academic support and intervention via one-on-one and small groups. Staff will provide direct instruction using the essential standards for the enrolled grade level and content area (ELA and/or Math) in order to mitigate additional learning loss (TNTP Reimagine Teaching, April 2020). Staff will use the CUSD adopted curricula and intervention materials for ELA, Math and ELD, and will provide additional training for staff as needed (for Tier I intervention). To accelerate learning for our tier II and III at-risk students, collaboration is key and staff will assess students using weekly formative assessments and summative benchmark assessments every few weeks, using NWEA, CAASPP, publisher assessments, etc. Additionally, supplemental curriculum and software programs (IXL, Raz Kids, Read 180, Fountas and Pinnell, etc.) will also be used for tiered interventions. Some tier II students will also be placed in a support class, for example: reading intervention, English 8 Foundations, Read 180, Math Lab, Literacy Lab, Foundations in Math, and Study Skills. For our English learners, collaboration is also important and proven strategies include additional remote instruction, telephone calls, meetings held on digital platforms, data tracking, and documentation of services and accommodations (Stronger Together, CDE, June 2020). For all of our at-risk students, and especially non-English speaking families, engaging individually with each family is a critical component for academic success and will be an important strategy for our CUSD staff to continue to use (Stronger Together, CDE, June 2020). English learners will receive integrated and designated ELD instruction using embedded materials in Benchmark Advance (elementary) and Read 180 (secondary).

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.]

The effectiveness of the services and supports described above will be frequently monitored using student data logs, quantitative assessment data (formative and summative), qualitative teacher and staff feedback, and parent input. Adjustments in strategies, programs, learning environment, materials and staff support will be adjusted to meet the individual needs of students.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Supplemental intervention materials, supplies and programs. Recognizing that pupil learning loss may extend into subsequent semesters and school years, CUSD will set-aside funds for additional intervention sections and programs. | \$582,534 | No |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Professional development related to intervention strategies and materials in ELA, Math and ELD. | \$50,000 | No |

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.]

CUSD recognizes that one of the most critical components to assess and monitor on an ongoing basis is the mental health and social and emotional well-being of our students and staff. CUSD will pay careful attention to students' increased mental health concerns. Drop-in and scheduled counseling appointments will continue to be available. Counseling and/or other support services, and/or referrals to other agencies are available to assist students dealing with social-emotional issues resulting in stress, anxiety, depression, grief, and other mental health topics. Military Family Life COounselors (MFLCs) are available on every school site for military-dependent student counseling. CUSD site administrators, site counselors, and human resource staff will monitor the social/emotional well-being of our staff and will provide support services and/or referrals to outside agencies to support staff with mental health concerns. Resources such as VEBA are available to all staff, in addition to staff counseling provided by our MFLCs. Staff is receiving continued professional development in SEL programs such as Sanford Harmony (elementary), Thrively and the 8 Keys of Excellence (middle school) and PBIS/Restorative Circles training (all sites). Other examples of programs to support the mental health of our students include T3 time at the middle school (scheduled weekly), morning meet-ups at the elementary sites (every day) and the counseling resources Powerschool page that is linked to every teacher's page at the high school (has a wealth of resources for our high school students). Teachers are also available during their weekly support time hours to assist individual students and groups of students. Other resources to support the SEL well being of our students include Link Crew, Student-2-Student club, and Coronado SAFE Organization (counseling, family and student outreach programs, drug and suicide prevention, counseling, etc). Staff and students have also been educated on and provided with specific steps to take if they need support. Additionally, meetings such as anxiety coffee talks, mental aide as first aide, suicide prevention, mental screeners occur on a regular basis on the high school campus. All schools site also have a living document that include students on a "watch-list" who are experiencing trauma, academic, social-emotional or behavioral challenges and need extra resources and support. Staff reaches out to each student individually, including the student's family.

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 site administrators, teachers and staff will closely monitor student engagement via attendance during daily live, synchronous instruction (via Zoom) and weekly completion of asynchronous assignments and activities. A careful eye will be on our students identified as military-connected, English learner, foster, homeless, high needs, low income, and/or underperforming. Site staff will continue to reinforce concepts in core content areas via scaffolding and meeting with students individually or in small groups. Students with disabilities who have an IEP will receive agreed upon services virtually in general education and/or collaborative classrooms. Related service providers (speech/language pathologists, occupational therapists, adapted PE teacher, etc.) will provide services and instructional assistants will provide support as needed. Individual family meetings, telephone call or home visits may be used to support our students and families with the necessary resources and supports to successfully engage in the CUSD BRIDGE program. The specific reengagement steps taken at each school site include: teacher takes attendance daily and records a weekly engagement log of assignments completed, reports are pulled by administrators every Monday morning and phone calls are made to individual students who have shown a daily absence or is not engaging in the the weekly assignments. Individual supports are provided to students and families relative to reengaging in school (technology assistance, etc.). CUSD will use translators when necessary in order to communicate with families of English learners. CUSD started our distance learning (BRIDGE) program on August 27th. Current data from August 27 - August 31 show excellent student engagement:

- * CHS 98.3% attendance/engagement rate. (n=18 students not attending; staff is reaching out to families)
- * CMS 100% attendance/engagement rate
- * SSES 100% attendance/engagement rate
- * VES 100% attendance/engagement rate

CUSD will continue to monitor attendance rates and outreach to students and families on an individual basis.

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.]

Beginning in April 2020, CUSD applied for and received a waiver to provide nutritionally adequate meals for all pupils as part of the Seamless Summer Meals Program. Every Monday, all families with children 18 and under have been able to pick up free breakfast and lunch meals via curbside pick-up. Each child received one bag that contained 7 days' worth of meals for breakfast and lunch. Meals may consist of packaged, refrigerated, and/or frozen items (heating instructions will be provided). District and school staff started "Grab and Go Distribution" of meal bags at 11AM until all bags were distributed. CUSD will continue to provide meals throughout this coming school year. Should CUSD resume in-person instruction, staff will ensure that students continue to have access to nutritionally adequate meals.

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

| Section | Description | Total Funds | Contributing |
|---------|---|-------------|--------------|
| N/A | We do not have additional actions at this time. | | |

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 |
| 2.63% | \$674,111 |

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 pays careful attention to the needs of our unduplicated students and the challenges that they face, especially within the COVID-19 pandemic atmosphere. Based on 2019 achievement data, EL students and socio-economically disadvantaged students were not performing at or above standards in ELA and mathematics as evidenced by CUSD SBAC results. These performance gaps have been compounded with COVID-19, thus it is critical that we prioritize the needs of this vulnerable subgroup and allocate resources to support and accelerate learning.

Services will provide necessary supports to improve academic achievement in ELA and mathematics. Specific actions, such as access to Read 180 and instructional strategies, such as daily number talks and high quality math tasks, are research-based programs and strategies that have been shown to improve the academic achievement of unduplicated students. In addition to these research-based programs and strategies, CUSD is committed to providing ongoing, in-depth professional learning to all EL Resource Teachers and general education teachers related to designated ELD instruction and SDAIE methodologies. These instructional ELA/ELD frameworks and high impact strategies (John Hattie) have been shown to increase the academic achievement of our unduplicated student populations. Professional learning at this time is critical, as these services need to be provided remotely and teachers need to be prepared and know how to seamlessly pivot their instruction into a hybrid or in-person model at any time. ELD teachers have been meeting virtually with English Learners to provide designated ELD supports. Additionally, CUSD is preparing for the first phase of reopening which will include in-person attendance for our most vulnerable students, including English learners who are at a proficiency level of one or two.

This plan is also reflective of the different funding categories and allocations that were described throughout this plan. The actions we are taking will continue to directly support the academic achievement of our unduplicated students.

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

Services will include:

- English Language Resource Teachers will provide daily ELD instruction to English learners. The addition of resource teachers will allow EL students to receive additional instructional time (incorporating designated ELD strategies), which has been shown to increase student achievement.
- Professional development on ELPAC data analysis and the integration of designated ELD into daily instruction for core subjects, MTSS, PBIS, collaborative conversations, close reading, reciprocal teaching, restorative practices and distance instruction will continue be provided.
- Intervention teachers to work with small groups and individuals who are performing below grade level standards.
- Counselors to provide SEL and counseling supports to unduplicated students.

