

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>.

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General Information

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

Throughout the COVID-19 pandemic, Covina-Valley Unified School District's (C-VUSD) COVID-19 Task Force meets weekly, daily, and sometimes hourly to plan, make decisions, and evaluate district actions. District leaders and stakeholder groups are working tirelessly with state, county, and local partners to prepare for the 2020-2021 school year which begins on August 17, 2020. The closure had a profound impact on all C-VUSD stakeholders with the greatest impact being on the students.

All sites went to a full closure with a transition to emergency distance learning on March 13, 2020. Distance planning teams assembled and created instructional modules for all teachers in order to provide instruction remotely. Covina-Valley was a 1:1 student device district. All student devices were sent home and were used by students for online instruction. The district immediately purchased mobile hotspots and they were provided to families without internet access. All students were given an online synchronous instruction schedule for continuity of learning. All stakeholders adapted quickly and support was given to students, families, and staff members. This support included counseling hotlines, technology, access to additional services, and intervention.

As the 2019-2020 school year came to a close, a team assembled to provide optional summer instruction for all students. Summer bridge courses were created for grades TK-8, while 9th-12th grade offered summer school courses for enrichment or intervention. A concerted effort was made to address the learning gap incurred by the emergency closure of schools and the move to distance learning in an effort to prevent learning loss at the request of stakeholders.

To spearhead the return to instruction for the 2020-2021 school year, the District convened the "C-VUSD COVID-19 Task Force" made up of representatives of all stakeholders, including parents, teachers, staff, association representatives, and administrators from around the District. Together, the group reviewed plans for a safe return to school in Fall 2020. The task force considered feedback from student groups based on summer bridge programs to craft the LCP and ensure student voice was a part of the planning process in the initial stages. A student advisory committee was conducted to review the draft of the plan. The task force took into consideration all guidelines set forth by

state and local agencies, including the California Department of Public Health, the Los County Department of Public Health, and Los Angeles County Department of Education. The COVID-19 Task Force used the following Vision and Guiding Principles:

Vision

Throughout the 2020-2021 school year, our communities are healthy and connected, and all students are receiving high-quality instruction that meets student needs. C-VUSD, in alignment with the Los Angeles Department of Public Health guidelines, has worked along with the COVID-19 Task Force to create a COVID-19 Response Plan.

Guiding Principles

Student Centered, Covina-Valley Centered “Every Student, Every Day!”

Clear, Consistent, Effective, and Two-way Communication

Fiscal Responsibility

Supportive of all stakeholders

The closure and need to create a robust online offering for students with the option of returning to in person as soon as possible has been the focus for the past several months. Ensuring that instruction is comprehensive, accessible, engaging, and unified across the district has been the primary curricular focus in order to prepare for C-VUSD students.

C-VUSD recognizes the importance of the continuity of teaching and learning in the face of planned and unplanned disruptions. Our Learning Continuity Plan and our COVID-19 Containment, Response and Control Plan provides detailed information on the protocols and procedures put in place to protect the health of our students and staff, while still providing the best possible education. While this plan meets the current regulations set out by the Los Angeles County Department of Public Health, the ever-changing nature of the COVID-19 pandemic and frequent updates to public health orders, will drive the District's updating and implementing new facets of its response.

On July 17, 2020, Governor Newsom directed that all schools located within counties on the COVID-19 Watch List can only reopen in a 100% distance learning model. The district recognizes that this is not ideal, as we believe that in-person learning is the best quality program for every child. However, the district has made significant improvements to the distance learning model offered in Spring 2020 for Fall 2020. Under the updated distance learning model, students will continue to receive a high quality, student-centered education with additional face to face time with teachers online. The district is also prepared to move to a hybrid instructional model and full reopening of schools when health and safety guidelines permit. C-VUSD is prepared to implement all of the necessary protocols, procedures, and practices to ensure continuity of learning, as well as the safe return of in-person instruction.

Stakeholder Engagement

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

The Covina-Valley Unified School District works through a collaborative process with all stakeholders in an effort to gain varying perspectives and input. At the outset of the emergency school closure order, the Covina-Valley team responded swiftly by reaching out to families, students, union leadership, and site administrative teams to ensure a successful transition to distance education. State and local health agencies delivered rapidly changing guidelines that the district leadership team and COVID-19 Task Force worked through to keep students, staff, and the community safe. As the 2019-2020 school year came to a close at a distance, stakeholders expressed the need to ensure that learning continued through the summer months in order to lessen the effects of loss of learning due to the emergency school closure. As a result, the transition to a summer bridge program took center stage. After the summer bridge program roll out, the task force, comprised of stakeholder representatives, shifted its focus to the opening of school. The task force team collaborated with larger stakeholder groups through task force sub-committees. Sub-committees were commissioned with the task of preparing for the opening of school for the 2020-2021 school year. These committees created multiple plans and scenarios as the public health orders continued to flux.

Feedback from stakeholders came through multiple avenues, the use of virtual meetings, surveys, electronic correspondence through the district website, emails and phone calls to the sites and district office. This information was utilized to draft reopening plans that included consideration for virtual distance learning, 50/50 in person learning and a full reopening, each of which following the release of the health and safety guidelines established by the county. The LCAP committee, Parent Advisory committee and the DELAC committee were convened in order to provide input to the draft of this plan.

Collective bargaining units met for the determination of appropriate Memorandums of Understanding that meet the health and safety needs of all of the District's stakeholders in both a virtual and in person setting for instruction. With the input from all stakeholders, the County Department of Public Health, directives from the Governor's office and the Board of Education, Covina-Valley Unified School District moved to open the school year in a full distance, virtual education model.

The LCAP plan draft was presented to the PAC and DELAC at separate meetings by the Superintendent's designee:

The LCAP PAC met on Monday, August 30, 2020. The PAC was provided advance copies of the Learning Continuity and Attendance Plan and were provided an opportunity to submit questions before, during, and after the meeting. PTA Council presidents were also present during the meeting and were provided with an opportunity to ask questions solicited from parents at their individual school sites.

The DELAC met on Friday, August 28, 2020. The DELAC was provided advanced copies of the Learning Continuity and Attendance Plan and were provided with an opportunity to submit questions before, during, and after the meeting. The information was provided to them in English and Spanish. Translation services were available during the meeting. The DELAC has representation from all schools in the District.

An LCAP Student Forum was held on Tuesday, September 1, 2020. The students and administrators were provided advanced copies of the Learning Continuity and Attendance Plan and were provided with an opportunity to submit questions before, during, and after the meeting.

Written follow up to the plan has been presented to the PAC and DELAC teams by the Superintendent.

COVID-19 Task Force Meeting Dates:

Tuesday, May 19, 2020

Tuesday, May 26, 2020

Tuesday, June 23, 2020

Tuesday, June 30, 2020

Wednesday, July 15, 2020

Wednesday, July 22, 2020

Wednesday, August 5, 2020

Thursday, August 27, 2020

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

Since March 2020, the district has conducted all Board of Education meetings virtually via livestream. The district follows all state and federal laws in regards to public meetings and public hearings. This communication is clearly displayed on the district's website. Members of the public are able to submit comments by selecting a link available on the District's website and then submitting their input in writing. Submitted comments are read into the recorder by a moderator.

For the public hearing on this LCAP, an open invitation to the public to express their perspectives, ask questions, or provide feedback which is available through public comments. Parent or community members who wish to receive a reply are asked to submit their contact information for the appropriate staff member to follow up.

Families were notified through flyers, website notifications, and through the PAC and DELAC. Questions regarding the plan were solicited through a form submission, zoom meetings and via the website.

The C-VUSD Board of Education conducted a Public Hearing on the Learning Continuity and Attendance Plan during its regular meeting held on September 8, 2020. The C-VUSD Board of Education is scheduled to adopt the Learning Continuity and Attendance Plan at their regular meeting on September 21, 2020.

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

Stakeholder groups provided feedback in planning sessions before school opened. The feedback resulted in several drafts on instructional schedules, safety protocols, and procedures for opening in hybrid or full virtual learning models. Various sub-committees consisting of different stakeholder groups met over the summer to plan the return to school. The guidance documents from the California Department of Education, the Los Angeles County Office of Education, and the Los Angeles Department of Public Health were used by all groups to ensure health and safety measures were in place. Additionally, SB-98 was also used in the development of our instructional models and plans.

Feedback from stakeholder groups was received throughout the summer and was included in various drafts for the reopening of schools. Feedback presented included the need for a learning management system that is more robust than Google Classroom. Feedback included

the need to offer summer bridge programs to students. Feedback also included the need for effective social distancing, PPE and the option of distance learning even after the return of in-person instruction. The feedback shaped the response and direction taken by the district.

Below are the questions and responses submitted by the stakeholder groups. Written responses were provided to the stakeholder groups by the Superintendent (see attachment):

Parent Advisory Committee

When will students return to school?

- School will reopen in accordance with guidance from the Los Angeles County Department of Public Health, the California Department of Public Health, and the Los Angeles County Office of Education. The district continues to prepare for both Hybrid and in-person instruction to be prepared to move between the models. This includes health and safety preparations and instructional preparations.

What options are available for parents who don't want their students to return to school?

- C-VUSD is working with the CDE to open a K-12 Virtual Academy learning school as an option for these parents. This program will be K-12 and will be available to students. We currently have an independent study program offered at Fairvalley High School.

In what way will these children get any social interaction?

- Student interactions will continue to take place in classroom settings as teachers will have the ability to group students to work on projects or assignments together. Students will engage in classroom conversations as presentations daily.

How will they engage and learn to work in a team/class environment?

- Students can be grouped in the classroom environment in break outs for collaborative work.

What outside activities will be offered to give them the social play/interaction/activity they need?

- Based on the guidelines of the California Health Department students will participate in activities allowed by the guidelines. Currently, phase I of athletic participation is in action. Small groups are allowed to assemble following very specific guidelines.

What are the options in Distance Learning for students receiving specialized services, examples: Speech and Language, SAI, EL services?

- The District will continue to provide specialized services while in Distance Learning. When possible, these services will be provided remotely, but upon mutual agreement, the services may be provided in-person with health and safety protocols in place.

DELAC

How long should it take a teacher to respond to a parent email or question?

- It should take less than 48 hours.

What if they do not respond in that time?

- Please email the site administration for assistance with contacting a teacher.

What do students and parents do if they cannot connect to the internet?

- The District is providing wireless hotspots to students without internet access. The District is also providing parents with information from the California Emerging Technologies Fund which helps parents access low cost or no-cost internet service from local providers. Information regarding these programs can also be found on the district website.

How does the District provide technology support for parents who don't speak English?

- The District Technology Support Services department's HelpLine is staffed by bilingual employees.

Students

Will courses (example: CTE) have materials sent home?

- Yes, the site principals are coordinating with district to place all necessary orders or materials and supplies. The school sites will coordinate contact-free pick-up days for these materials. Elementary schools have bi-weekly contact-free pick up of materials and supplies by grade-level.

Will the hallways be crowded or will we have different passing periods?

- Hallways and common areas will be clearly marked with a flow of traffic. Depending on the final instructional model, students may have staggered start and end times to minimize contact.

When will the school check on missing or absent students?

- The District has a formal re-engagement plan. The plan is enacted after two absences or two days of no student engagement. The plan uses multi-tiered systems of support to maximize resources targeted for student re-engagement.

When will sports start again?

- School sports will be restarted in accordance with LACDPH, CADPH, and CIF guidelines and protocols.

Teachers

Can we get a more robust platform than Google? Will we be able to see a platform like this to potentially bring in?

- Yes, the District is looking at Canvas and Blackboard, we may also check out Schoology. There will be preview days and presentations for each.

Can we consider moving to a 6 period day at secondary?

- Yes, that is being bargained.

The District administered a Readiness to Reopen Survey to parents and guardians. See Attachment 1 for a summary of the survey data.

For those without internet access, hard copies of the report and the attachments can be obtained from the Educational Services Office by calling (626) 974-7000 extension 800089 and requesting a copy of the plan for pick-up. During distance learning, parents may also request that a copy of the plan be mailed to them.

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

The C-VUSD COVID-19 website was designed to create a clearinghouse of information regarding school closures and distance learning. This created a single, virtual location of links, videos, and tutorials, that stakeholders are able to access. This allows parents and staff to focus their attention on helping students.

Feedback from our stakeholder groups was a determining factor in the following aspects of the Learning Continuity and Attendance Plan:

*Instructional models for distance and in-person instruction - PAC, Teachers, Admin, Bargaining Teams

*Revised curriculum and pacing aligned to the content standards - Teachers, Admin

*SEL curriculum and activities that are integrated into distance and in-person instructional activities - PAC, DELAC, Students, Admin, Teachers

*Additional health and safety protocols for in-person instruction - COVID Task Force

*Physical set-up for the schools - COVID Task Force - Bargaining Units - Admin

*Protocols for student drop-off and pick-up - COVID Task Force - Admin

*Additional services for high risk populations, including low-income, homeless, and foster youth students. These services include additional access to counseling and mental health services, virtual check in by the associate social workers and interns, additional access to technology including Chromebooks and wifi hotspots. - PAC, DELAC, Students, Admin, Teachers

*A multi-tiered system of support for pupil re-engagement - PAC, DELAC, Students, Admin, Teachers

*Assessment models to determine learning loss and intervention - Admin, Teachers

*Access to technology and technology support systems - PAC, DELAC, Students, Admin, Teachers

Feedback from our stakeholder groups was a determining factor in the District's decision in purchasing the Canvas Learning Management System. Canvas provides a more robust platform for teachers to engage students in a distance learning program and it more closely resembles an in-person instruction. Teachers, students, and parents requested a more robust platform than the Google Suite used during the spring closure.

The district is planning a series of technology support sessions with parents in conjunction with the Parent/Teacher Association and parent education on distance learning as a priority.

Students' instructional schedules, the plan for professional development, technology needs and support for both hardware and software, and instructional curriculum maps and assessment plans were all developed with the guidance and input from all stakeholders. Every aspect of the plan was influenced by stakeholders and the California Department of Health guidelines. Stakeholder feedback continued to align across groups as the plan was created. The consistent feedback was instrumental in creating a strong plan reflective of the needs of the overall community.

Continuity of Learning

In-Person Instructional Offerings

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

The District is closely monitoring the criteria set forth by the Governor's office in order to return to in-person instruction. These criteria include:

- An approved and agreed upon in-person schedule with bargaining unit stakeholder groups. The District and CUEA have agreed upon a Memorandum of Understanding for Health and Safety provisions and for Distance Learning.

The MOU for Hybrid and In-Person instruction is being negotiated at the time of writing.

- Successfully meeting all County Department of Public Health guidelines for the safe reopening of schools.
- The County of Los Angeles to be placed off the State's "Watch List" for 14 consecutive days.

The COVID-19 Task Force and sub-committees that met during the spring and summer developed different models of instruction, including virtual and in-person, and a hybrid model consisting of both. The different leveled groups developed several ideas as it related to hybrid instructional schedules so that the number of students in a classroom could be minimized, and to maintain social distancing. Each group used the California Department of Education guidance document to support plan development. Adherence to safety protocols and implementation of safety measures will be included in any and all in-person or blended models of instruction. The use of personal protective equipment (PPE) will be required of students and staff. The district will purchase adequate supplies of PPE to ensure the safety of both staff and students. Signage and social distancing support materials will be displayed for clarity of safety procedures and protocols. Cleaning and sanitizing of all student and staff areas will be completed on a daily basis. Physical space of office and classrooms will be arranged to adhere to all safety requirements. The district has already created safety barriers in high traffic areas, including front office counter spaces. As well, the district plans on purchasing additional equipment that promotes cleanliness (i.e., portable hand washing stations, adding additional sinks, etc.). Classroom items will be provided to students in an effort to reduce the sharing of items. This will include resources needed for specific CTE classrooms as the equipment is often shared.

The same intent to intervene for students and mitigate learning loss will be a part of both virtual and in-person learning plans. Meeting the needs of students who are Low SES, English learners, Foster Youth, and students with an IEP is paramount in each plan. Systems for identification and specialized instruction for students who may have suffered learning loss due to the closure will be implemented. Personnel will provide intervention, and support staff will be assigned to provide added instructional support in the form of small group instruction outside of their regular schedules. Students will be identified by assessment and teacher input and assessed for progress throughout the intervention.

The LEA will ensure students learning and competency development while considering a student's social well being through the strategies set forth in the Social-Emotional Wellness COVID 19 task force subcommittee. This committee created a wealth of resources for administration and staff with a focus on social-emotional well being. Administrators and teachers have been provided with professional development and resources from the committee in order to infuse strategies into daily lessons. Teachers meet as PLC's, grade levels, and subject alike teams to plan for instruction and engagement. These planning meetings take place weekly and have a social-emotional well-being component for both staff and students.

When schools are open for in-person instruction, proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient. Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with the Los Angeles County Department of Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed. The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. The district recognizes that each of its students and families has different preferences for returning and different criteria that will make them feel safe enough to do so. The district will survey parents to determine their preferences to

return to in-person instruction. The information obtained from the survey will inform the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

As part of the District's COVID-19 Task Force, a sub-committee was formed to curate resources and to create instructional activities for Social-Emotional Learning both during in-person instruction and during distance learning. Teachers were provided the resources and their PLC's and grade-level teams have embedded these activities into the aligned daily activities. Teachers are also encouraged to use additional resources to support Social Emotional Learning. The Task Force subcommittee continues to meet to update and enhance the SEL resources. The additional resources are provided to staff during regular meetings.

Below is a sample draft schedule for a return to in-person instruction in a hybrid model. It should be noted that the final schedule will be determined in a Memorandum of Understanding between the District and the local teachers' association.

Elementary:

Monday: AM-50% of students / PM-50% of students (both sessions meet the required instructional minutes)

Tuesday: AM-50% of students / PM-50% of students (both sessions meet the required instructional minutes)

Wednesday: AM-50% of students / PM-50% of students (both sessions meet the required instructional minutes)

Thursday: AM-50% of students / PM-50% of students (both sessions meet the required instructional minutes)

Friday: AM-Virtual synchronous learning for all students / PM-Teacher Professional Time

A student that needs additional services will receive be scheduled into the morning session and will be offered the required services in-person in the afternoon. This includes additional services for English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and Low-Income students.

Secondary:

Monday: AM-Periods 1-3, 50% of students / PM-Periods 1-3, 50% of students (additional asynchronous activities will be used to meet the instructional minutes)

Tuesday: AM-Periods 1-3, 50% of students / PM-Periods 1-3, 50% of students (additional asynchronous activities will be used to meet the instructional minutes)

Wednesday: AM-Periods 1-3, 50% of students / PM-Periods 1-3, 50% of students (additional asynchronous activities will be used to meet the instructional minutes)

Thursday: AM-Periods 1-3, 50% of students / PM-Periods 1-3, 50% of students (additional asynchronous activities will be used to meet the instructional minutes)

Friday: AM-Virtual synchronous learning for all students / PM-Teacher Professional Time

A student that needs additional services will be scheduled into the morning session and will be offered the required services in-person in the afternoon. This includes additional services for English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and Low-Income students.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) including face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus.	26,340	No
Health and safety materials to prevent transmission of the disease and to respond to students and staff who show symptoms. This includes disinfecting fogger to be use at all school buildings, classrooms, and school busses.	46,856	No
Additional materials to support effective, routine disinfection of high-touch surfaces such as disinfecting foggers spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	114,912	No
Signage, posters, and floor decals to provide visual cues throughout school sites to maximize social distancing in school offices, classrooms, and other district buildings. Cues will help direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	93,700	No
Custodians/Plant Managers trained on protocols, practices, procedures for increased cleaning, sanitizing, and disinfecting for health and safety. This includes procedures for classrooms, offices, workrooms, restrooms, and all other high traffic areas.	25,899	No

Description	Total Funds	Contributing
<p>Plexiglass shields to create barriers when close contact is likely and when physical distancing of 6 feet is not allowed such as the office desks, classroom desks, teacher workstation, and support provider workstations.</p>	100,000	No
<p>Additional instructional supplies to limit the number of individuals using shared objects. This improves actions and services for all students including high-risk populations who might not have the resources to obtain instructional materials needed to engage in online lessons. Instructional supplies include, but are not limited to, supplies that are present in all in-person classrooms, such as paper, pencils, pens, crayons, scissors, glue sticks, etc. The increased and improved services is in response to the needs of all students, and is in response to the needs of particular high risk groups:</p> <p>Low-income, English Learners, Foster Youth and Homeless Youth do not always have the means and resources to purchase materials that would normally be provided while students are in person. Instructional leadership teams, grade level teams, and PLC's developed packets for students which included differentiated instructional materials and activities. The school sites have coordinated bi-weekly pick-ups, but they also conduct outreach to high need families that includes delivering the materials to the students homes.</p>	100,000	Yes
<p>Additional handwashing stations and sinks added for locations where sink access is insufficient.</p>	37,304	No
<p>Map, design, and paint marker for pedestrian flow, line-up, and other directional cues to maintain physical distance and other health and safety measures. This includes site and district walkways, playgrounds, and PE areas.</p>	230,000	No
<p>Prior to the return of school staff, deep cleaning and sanitization of all building and classrooms.</p>	776,977	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.]

C-VUSD Distance Learning Model will implement best practices to ensure robust continuity of learning for all students:

- Students remain assigned to their home school.
- Consistent schedule of instruction that meets the State's instructional minutes.
- Daily live instruction and interactions with teachers and peers via Google Meet or an LMS.
- Synchronous and asynchronous lessons and online instruction.
- Supplemental resources that students can access at any time, such as online resources (iReady, Khan, APEX, ALEX), physical textbooks/instructional materials/manipulatives.
- Opportunities for one-to-one or small group sessions.
- Technology training and support for students, teachers, and families.
- Instructional supports for ELL, Special Education, Section 504 Plans, DIS, etc.
- Clear expectations for parents/guardians role in ensuring student engagement from home.
- Multiple communication channels to facilitate interactions between school counselors, teachers, parents, and students.
- Resources and support for families on structuring their child's day and accessing technology.
- Resources for food, housing, employment, medical care, mental health services, and other emergency needs.

To provide students access to the full curriculum in both distance and in-person learning, comprehensive pacing guides in English Language Arts and Math have been developed for each grade level TK-6 and by content area and courses for secondary grades. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overview of key grade-level learning outcomes.
- Instructional content and practice considerations.
- Foundational skills to be systematically and explicitly taught with ample time for practice.
- Formative assessments to guide instructional modifications based on student progress monitoring.
- Examples of how Social Emotional Academic Integration (SEAD) can effectively be achieved during instruction.
- Priority clusters of standards-aligned to curricular resources, district common assessments, and prerequisite skills and knowledge.

The pacing guides are intended to assist teachers in identifying prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. This is a critical area in which the district strives to

minimize the variation in the fidelity of implementation of district programs across and within schools. In addition to identifying prerequisite skills and knowledge, the pacing guides will assist teachers in identifying students or intervention and enrichment.

A robust distance learning plan will include a combination of in-person instruction and independent instructional activities. The district acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible, includes differentiated instruction and breaks. Teachers are expected to be online and available during learning blocks and class periods. CTE pathways are providing instruction that prepares students for industry positions through distance learning. Teachers have provided students with necessary resources. The district continues to evaluate the needs of CTE learners at a distance as we strive to provide the 11 elements of highly qualified programs.

The District believes that all students should receive the minimum number of instructional minutes plus an additional 30 minutes of online instruction, which shall include both scheduled synchronous and asynchronous instruction. The student instructional minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings. Students in grades 6-12 will be scheduled in six classes. This schedule benefits students by maintaining continuity of support services linked to courses across the year, aligns better to Advanced Placement (AP) and International Baccalaureate (IB) exams, aligns to current staffing models, and allows for easier transition both between in-person/distance/blended models and into and out of the district.

C-VUSD Distance Learning Bell Schedules: (These items can also be obtained by contacting the Educational Services at (626) 974-7000 extension 800039 for pick up) See Attachment 2

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.]

As the District begins the 2020-2021 school year in a full distance learning model ensuring access to devices and connectivity for all students is imperative. The District is a 1:1 student device district and the district's existing technology plan provided all students their own device to use for school-related instructional activities. The District's efforts in the spring ensured that all students had access to devices and connectivity at home. While these efforts have significantly reduced the identified technology gaps, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning. In planning for the Fall, the District has prepared sufficient devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the District, and any continuing students who are in need. In the Spring, the District purchased 250 mobile hotspots for families with no or poor internet access. CTE pathways that are contingent upon more robust equipment than a chrome book have been met by providing mac books where possible and the proper software to the program outcomes. The District will continue to assess technology access and support needs through a technology help request form and a live technology helpline. Parents are able to input their technology request and the District responds to these requests within 24-48 hours. The District also has daily walk-up technology support, which includes student device swaps (when necessary). Technology support has also been de-centralized and staff has been sent to school sites to give low-income parents easier access to ongoing support.

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.]

The District will measure the participation of students through attendance and engagement metrics. Teachers take daily attendance and report progress through assignments and activities in class. Lesson designs include whole group, small group, and presentations geared towards student participation. Assignments and projects will also be used to measure engagement of students. Regular check ins and support by site and district admin to monitor engagement in synchronous classrooms will be conducted. Site teams will enact re-engagement strategies for students that are not attending or are not participating in the instructional activities.

The District will identify and address gaps in learning through instruction and monitor students' progress on grade-level appropriate assessments and adjust support based on student results. To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. Instructional activities delivered during distance learning will be scheduled in strategic chunks and include whole class, small group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collectively and individual student needs.

Another important component to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These diagnostics allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities. The extra intervention opportunities beyond the extended school day may be conducted in the afternoon hours by certified teaching staff as well as AVID tutors.

The time value of pupil work is measured using the Learning Management System. Teachers are developing time value rubrics for the approximate time that it takes students to complete coursework, projects, and assignments. Grade level teams and subject alike PLC teams meet to develop the rubrics. Parents and families have access to the rubrics through the learning management system.

C-VUSD Assessment Schedules:
See Attachment 3

The District also recognizes the importance of partnership with students and parents in the effective monitoring of progress. Among the expectations the district is asking families to have, for the implementation of distance learning, the expectation of regular communication to students and parents on learning goals and student progress. This communication may include parent portals, access to grade books, regular progress reporting (report cards, etc.), and other means of communication.

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.]

The District is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of the Canvas Learning Management System (LMS) and Google applications, including Pear Deck is provided. Canvas and Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Canvas and Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities. Support for the Canvas tool is offered to both teachers and students to maximize the effectiveness of the resource. Teachers are likewise trained on the use of Canvas through a five-module training program that explains how to effectively use the system across grade levels. In addition to Canvas and Google apps trainings, teachers have additional opportunities to further strengthen their skills and knowledge by participating in UCI Math training, and other virtual training such as Pre-AP, AP, AVID and IB training on other platforms and programs. Prior to the beginning of the school year, teachers and staff participated in three days of paid professional development as a minimum.

August 12-14, Professional Development Schedule:
See Attachment 4

The District also provided up to eight hours of Professional Development to support increased use of technology for Distance Learning. The Professional Development included: Google for Education, i-Ready, adopted curriculum, AVID, and College Board training.

The District is providing technical support to teachers the following ways:

*Instructional Teacher on Special Assignment (technology)

*The Technology Support Services department has User Support Technicians assigned to each school site that provide on-demand support for teachers

*All staff have access to the Technology Helpline and a helpdesk ticketing system, different from the system used by students and parents.

*Each school site has a Tech Mentor teacher. Tech Mentors receive a stipend to provide support for instructional technology at their school site.

*The District has contracted with CUE to provide training and support for teachers.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area:

Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system, attendance at live instruction, and other forms of contact. Attendance staff will be continuing all of their core functions, through specific roles within these functions which are adapted to the distance learning context.

Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance learning model.

Health and Safety Protocols

The roles and responsibilities in this plan were developed using recommendations from the Los Angeles County Department of Public Health (LACDPH), the California Department of Public Health (CDPH), and the Los Angeles County Department of Education (LACOE). Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information.
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Student Support and Health Services staff if notified of any student, staff, or family member with a diagnosis or exposure to COVID-19.

Health and Safety responsibilities emerging as a result of COVID-19 that are specific to types of staff are outlined below:

- Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Sacramento County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID-19.
- Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure that staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
- Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.

- Food Service Staff: Actively model and support all required public health measures. Implement one-way passageways through meal delivery. Ensure workspace has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- Nurses: Actively model and support all required public health measures. Follow Sacramento County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- Bus Drivers/Transportation Staff: Actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19. During distance learning, bus drivers/transportation staff will be repurposed to support technology services and nutrition services.
- Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.

Additional Staff Expectations for Distance Learning:

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide help and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.

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.]

Special Education

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 students have with the team of educators. Special Education service providers maintain frequent contact with students and families via phone, text, e-mail and video conferencing. Special Education teachers also have ongoing and frequent contact with a student's general education teachers and teams. General education teams consist of a General Education Teacher, School Counselor, Program Specialist, Psychologists, Administrator, and identified Service Providers. Frequent communication between the teacher to parent contacts are used to determine progress and address gaps in learning, technology or

motivation. When gaps are identified, the team will address each student's unique needs through both formal and informal means in a collaborative team process. All students with special needs are provided with Emergency Circumstances Plan to address services while in distance learning.

In addition to supports provided through the IEP process during distance learning, students and their families are provided with Chromebooks and supplemental materials that allow them to access the curriculum. If needed, when families are experiencing connectivity issues, we are able to provide them with Wifi Hotspots. Furthermore, our partnership with the East San Gabriel Valley SELPA Community Advisory Committee provides resources for both students and parents with regard to transition planning, mental health, and parent in-services/seminars. Through Distance Learning Innovations for Special Education and Supporting Inclusive Practices (SIP), we are able to provide distance learning resources to all of our families including those in early childhood, students with extensive support needs, low-incidence, and those in nonpublic schools and/or agencies (e.g., <https://www.sipinclusion.org/distance-learning-resources/>).

English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-12: Designated class or 60 minutes/week (Designated class for newcomers)

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson.

Homeless Youth

Distance Learning supports specific to Homeless Youth will include:

- Coordination and communication with shelters to engage students in distance learning.
- Coordination and communication with homeless agencies to make them aware of the districts services for homeless students.
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communication with schools/teachers and parents/students to locate students who are not engaged in distance learning, and identification of special needs or services.
- Coordination with parents/students and schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID-19 resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer.

Foster Youth

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth.
- Frequent check-ins with students and foster parents.
- Monitoring of attendance/engagement and communication with teachers and administrators.
- Referrals to both district and community agencies for additional support/resources as needed.

English Learners

Distance Learning supports specific to Foster Youth will include:

- Expanding access to Rosetta Stone products so that our students at the emerging level of language proficiency will have additional at home, self-paced support in English development.

As a supplement to the regular ELD program, the 9 - 12 students will be using Rosetta Stone Foundations.

K - 8 students will have access to Rosetta Stone English designed specifically for younger EL students to support the California ELD Standards.

- Frequent check-ins with students and EL parents to ensure additional supports are provided as needed such as tutoring, counseling, mentoring.
- Monitoring of attendance/engagement and communication with teachers and administrators.
- Access to Voice Typing in Google Docs to provide both closed captioning and translation of material presented auditorily in classes.

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

Description	Total Funds	Contributing
Learning Management System - Canvas	105,000	No
Google Enterprise Licenses	27,072	No
Additional Google Device Licenses	15,000	No
Instructional TOSA	111,153	No
Instructional materials such as textbooks, workbooks, and other materials that would normally be classroom sets were purchased and sent home for individual use.	95,000	Yes

Description	Total Funds	Contributing
These increase actions and services for all students, particularly high risk populations such as English Learners, low-income, foster youth, homeless youth, and students with disabilities.		
Computer Repair Services	32,123	No
Additional Content Filtering Server	14,770	No
<p>Wifi Hotspots for Student Home Use</p> <p>Low-income, Foster Youth, Foster Care, Homeless Students: All actions and strategies are first directed at improving outcomes for Low-income, Foster Youth, Foster Care, Homeless students. Technology and access to extend learning beyond the school building and day are ensured by providing a device to each student and Wi-Fi access to families without connectivity to ensure more equitable access to learning, no matter the place or time of day.</p>	78,970	Yes
<p>Google Voice Licenses for Counseling Staff, Special Education Staff, and Other Support Staff</p> <p>Low income, Foster Youth, Homeless Youth, EL were identified as particularly at-risk during distance learning. Google Voice accounts were purchased for support providers, EL staff, translators, and bilingual office staff in order for easier and more efficient ways to communicate with high risk students and their families.</p>	20,000	Yes
<p>Additional time for intervention and universal access, with targeted intervention for high-risk populations including Low-income, English Learners, Foster Youth and Homeless Youth and students with disabilities. Teachers will provide increased and improved actions and services to high need populations above and beyond the required daily instructional activities. These increased and improved actions and services include: language support, individualized instruction, tutoring, counseling services, assessment.</p>	6,092,845	Yes

Description	Total Funds	Contributing
<p>Instructional Materials to support distance learning for CTE and project-based classrooms. This provides increased actions and services for Low-income, English Learners, Foster Youth and Homeless Youth. Students are able to engage and participate in advanced coursework and other pathways. Underrepresented students groups are able to engage in advanced coursework. Most project-based classes need instructional materials and supplies that at-risk students may not be able to access on their own. The schools purchased additional materials for these groups and coordinated materials pick-up. The secondary schools also purchased and plan to distribute computers that have greater processing capabilities than the regular student issued device.</p>	25,000	Yes
<p>Instructional materials such as textbooks, workbooks, and other materials that would normally be classroom sets were purchased and sent home for individual use. This increases actions and services for all students, particularly high risk population such as English Learners, low-income, foster youth, homeless youth, and students with disabilities.</p>	25,000	No
<p>Instructional materials such as textbooks, workbooks, and other materials that would normally be classroom sets were purchased and sent home for individual use. These increase actions and services for all students, particularly high risk populations such as English Learners, low-income, foster youth, homeless youth, and students with disabilities.</p>	50,000	Yes
<p>School Based small learning groups that are in a classroom during distance learning to provide access to high speed internet and supervision during school hours. Low-income, Foster Youth, Homeless Youth, and EL students who have been identified as having ongoing issues with distance learning while at home were invited to attend their home school as a part of a learning pod. The students are placed in small groups at school sites and monitored by school staff as they complete their distance learning activities. This is provided at no cost to the families.</p>	150,000	Yes

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.]

The District recognizes that one of the most significant impacts of the emergency distance learning initiated on March 16, 2020 is the potential loss of learning, both in academic content and skills. To address this potential learning loss the District will administer diagnostic assessments and plan interventions in the critical areas of Reading and Mathematics. The plan to address learning loss will include the i-Ready diagnostics three times per year, the STAR Reading Assessment three to four times per year, content-specific assessments in ELA and Mathematics three times per year. Based on diagnostic results, teachers and staff will develop prescriptive intervention and support. Site staff meetings will be conducted to address the data and allow administrators and teachers to align their levels of support with their initial results. These will be monitored throughout the year through follow up benchmark exams. Sites also will conduct grade level and subject-specific assessment cycles in six-week increments. The Multi-Tiered System of Supports (MTSS) and the EL Intervention Plan as outlined in the EL Master Plan are in place to support students, as are the benchmark assessments. Progress towards proficiency on the ELPAC exam will be a focus for EL interventions and support.

Should the CDE suspend CAASPP Assessments for another year, the district tentatively plans to give the CAASPP Interim Comprehensive Assessment to grades 3-8 and grade 11. The district will also plan end-of-year assessments for other grade levels.

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.]

All learners in the Covina-Valley Unified District will have services and interventions based upon learning loss needs. Summer school bridge programs were offered to all students in the District in order to begin the process of accelerating learning progress. Summer bridge classrooms and synchronous instructions were offered at all K-8 schools. Students in grades 9-12 were offered traditional coursework to stay on track for graduation or accelerate towards the completion of A-G requirements. After school tutoring sessions will be offered at each site and students targeted for interventions will be expected to attend to accelerate learning progress.

English Learners

Distance Learning might negatively impact English learners and the language development skills they were building during daily in-person interactions with teachers. To address this potential learning loss, academic teams will meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Schools and the district will offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Designated ELD curriculum is offered on two digital platforms: Google Drive and Canvas.

Additional tutoring sessions will be assigned to ensure students are progressing in their coursework and practicing their language skills. The English learner team will monitor students' academic progress by reviewing transcripts three times each semester or communicating with the teacher to ensure the students are enrolled in a Designated English Language Development class and successfully participating in the school program. To mitigate learning loss the District implemented the following interventions: EL support staff and site personnel will contact the families of struggling students identified through formative assessments. An individual plan to provide encouragement, support, and strategies to meet the needs of parents and students will be established. Designated ELD has expanded. In secondary grades, AVID teachers will provide designated ELD support to students with higher English proficiency to ensure that students have access to college readiness programs.

Low-Income and Homeless

Students who are low-income and/or homeless may have less familiarity with the use of technology outside of the classroom. To address this need, staff are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided with information on food resources, including food distribution events occurring throughout the county.

Foster Youth

The Student Services department will continue to monitor and support students in order to ensure that foster youth attend school on a regular basis and that they are engaged in school including completing diagnostic assessments. Site counselors and administrators are assigned to monitor foster youth and align necessary resources based on individual circumstances.

Students with Disabilities

Students with disabilities can experience regression if instruction is not consistent and comprehensive. To address potential learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Extended school year will be offered to students who exhibit academic regression.

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.]

Student data will be evaluated regularly to ensure students are properly placed in the appropriate intervention. District wide assessments will be evaluated in grade level and content alike site PLC's for targeted interventions such as after school tutoring. Progress towards proficiency will be monitored by district and site admin leads in order to measure progress being made by students. The data analysis of the scheduled assessments will provide direction to the site intervention teams as to which student groupings to enact for support. Groupings will be flexible with students being exited when meeting the criteria. Finally, the district will research and study evidenced based intervention strategies, such as Multi-Tiered Systems of Support (MTSS), in order to better determine the effectiveness of services and supports provided for students during virtual learning.

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

Description	Total Funds	Contributing
<p>Additional hours for Classified and/or Certificated support staff for targeted and/or intensive intervention.</p> <p>Low-income, Foster Youth, Homeless Youth, and EL students will have services and interventions based upon learning loss needs. After school tutoring sessions will be offered at each site and students targeted for interventions will be expected to attend to accelerate learning progress. Groupings will be flexible with students being exited when meeting the criteria.</p>	250,000	Yes
<p>Supplemental materials and supplies for intervention for Low-income, Foster Youth, Homeless Youth, and EL students will include any items needed to conduct intervention activities such as online curriculum and or hard copies of intervention materials.</p>	50,000.00	Yes
<p>Software Programs and Supplemental Online Programs.</p> <p>Low-income, Foster Youth, Homeless Youth, and EL students will have access to increased software and online supports based upon their needs. Curriculum is offered on two digital platforms: Google Drive and Canvas. To address student need, staff are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms.</p>	75,000.00	Yes

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.]

The District will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:

- Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset.
 - Self-management - managing emotions, controlling impulses, and setting goals.
 - Social Awareness - ability to see perspectives from others, showing empathy, and appreciating diversity.
 - Relationship Skills - communication, cooperation, and conflict resolution.
 - Responsible Decision Making - understanding and thinking about the consequences of personal behavior
- Mental Health and Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support.

The District's Mental Health and School Counseling teams will provide training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the universal level of support.

The District has increased services and provides a strong training environment for both MSW/BSW interns and School Counseling interns to increase the capacity to provide additional support in all tiers.

The District's Mental Health Counselors immediately began providing telehealth services to ensure continuity of mental health services to students needing more targeted or intensive levels of intervention.

The COVID-19 Task Force Sub-committee on Social-Emotional Wellness curated resources for teacher and staff to use with students to promote wellness. The administration and teachers have received professional development on the resources and incorporate these into their site staff meetings. Professional learning community grade level and subject alike teams also infuse the Social-Emotional Wellness strategies into their team meetings weekly in order to ensure strategies are being used in the classroom setting with students.

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.]

The district is committed to providing a high quality academic and social-emotional educational experience.

Attendance

The district recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. Board Policy and Administrative Regulation 5113, respectively, provide guidance to families and staff on the importance of school attendance and the provisions in place to address chronic absenteeism in support of students and families. For the purpose of distance learning, the district will work alongside staff, students, and parents to ensure that students are connecting to their virtual learning classroom on a daily basis.

Spanish Speaking EL support staff and site representatives call the home to our students in Spanish speaking families to provide support, encouragement, and collaboration to address academic struggles of students. Students whose primary language is other than English or Spanish are contacted by a staff member in the district that speaks the language, such as Mandarin. The District provides interpretation services when needed for less common languages. The district has employed interpreters for correspondence at the district level and at all sites. Correspondence with families in their primary language follows all state and federal guidelines.

Distance Learning

For the 2020-2021 school year, attendance will be taken daily in AERIES. Teachers will complete attendance each day for synchronous and asynchronous instruction. When appropriate, time value will be given to assignments that fulfill instructional minute requirements provided through virtual learning, as certified by the instructor. (Ed. Code, 43502(e)(3).)

Chronic Absenteeism and Truancy

Student attendance will continue to be monitored and tracked to support student learning. Absences will be coded to ensure that attendance complies with the mandates under SB-98. Chronic absentee letters and attendance letters will continue to be sent out via AERIES. When a student absence occurs, parents should contact the school and inform the school of the reason for the absence. If there is no communication from the parent, the site will contact parents/guardians and determine whether the absence is Excused or Unexcused.

Tiered Level of Support for Student Re-Engagement Students:
See Attachment 5

Tier 1: Universal Protections

Teachers will be the first point of contact. When a student misses a virtual lesson or synchronous instruction, teachers will reach out to a parent/guardian to determine the cause of the absence and work collaboratively to support the student.

Tier 2: Preventative

When a student misses two synchronous lessons teachers will report it to the attendance clerk, dean, and/or administrator, which will in turn reach out to parent/guardian to determine what obstacles are preventing the student from attending or participating.

Tier 3: Intervention

When a student misses three or more days in a week, an administrator, school counselor, school psychologist, social worker, or school resource officer will conduct a wellness check. Student may be referred and placed on a Student Attendance Review Team (SART) contract.

Tier 4: Intensive Support

When a student continues to miss synchronous lessons or has missed multiple days in a month, he/she will be referred to Student Services for a Student Attendance Review Board meeting to determine the barriers that continue to affect student attendance. Student may be referred to the District Attorney's office for mediation.

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.]

Covina-Valley Unified School District students will receive a weekly meal box that includes five breakfast, five lunch and five supper meals. The U.S. Department of Agriculture extended all Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) waivers through as late as December 31, 2020, dependent on available funding. The move allows schools to offer meals to all children at no charge this fall to minimize the challenges of meal service during a pandemic.

Curbside Meal Service During Distance Learning

The Covina-Valley Unified School District (C-VUSD) Food and Nutrition Services (FNS) program is committed to serving nutritious meals to our students during the unanticipated school closures and distance learning. The Nutrition Services Department will provide an opportunity for enrolled C-VUSD students to pick-up a meal box that will include five breakfast, five lunches and five supper meals.

For efficient curbside service, we highly encourage meals to be purchased online. Meals can be prepaid by using the online service at <https://www.k12paymentcenter.com/>. Exact cash or check will be accepted at the curbside.

Curbside Pick-up Schedule

Date: Wednesday

Time: 2:00 p.m. to 5:00 p.m.

Locations:

Covina High School, 463 S. Hollenbeck Ave. Covina 91723

Northview High School, 1016 W. Cypress St. Covina 91722

Sierra Vista Middle School, 777 E. Puente St. Covina 91723

During in-person learning, the District will continue to provide curbside meal service to families using the program as described above. In addition to the curbside meal service, the district is planning to provide grab and go meals to students when they are exiting the campus after their instructional day. Low-income, Foster Youth, Homeless Youth, Students with Disabilities, and English Learners who have an extended or full-day program, depending on services, will be provided a full lunch at the school site.

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

Section	Description	Total Funds	Contributing
N/A	<p>Professional Development Days at the beginning of the school year to train staff on instructional tools to support learning models.</p> <p>School Based small learning groups that are in a classroom during distance learning to provide access to high speed internet and supervision during school hours.</p> <p>Low-income:</p> <p>Foster Youth:</p> <p>Homeless Youth:</p> <p>EL:</p>	1,360,321	Yes
Pupil Engagement and Outreach	Hiring of a second district wide interpreter		
N/A	Cost of electronic signing software.	7,500	No

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
21.33%	\$20,827,752

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.]

Increased and improved actions and services that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and effective in improving outcomes for Low-income, English Learners, Foster Youth and Homeless Youth. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the approximately 30% of students who are not identified in these high risk categories. Leading indicators are monitored and reported internally to ensure the focus and determination of effectiveness remains centered on outcomes for foster youth, English Learners, and low-income students.

Instructional Minutes
 For the 2020-2021 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 a certificated employee of the LEA. The district increased the number of daily live instructional minutes in order to target increased actions and services to Low-income, English Learners, Foster Youth and Homeless Youth. The district's number of instructional minutes are as follows:

TK/K: 210 minutes
 Grades 1-3: 210 minutes
 Grades 4-5: 260 minutes

Grades 6-8: 271 minutes

Grades 9-12: 271 minutes

During distance learning, the last 30 minutes of the elementary instructional day is targeted as intervention and universal access time. The teacher and support providers provide small group or individualized differentiated instruction to students of need. The strategies used during this time are research-based and are aligned with standards and frameworks.

Technology

Implementation of hardware and software programs, to provide low income, foster youth, homeless, and English Learner students the opportunities students who may not otherwise have access to the internet, research, coding, college readiness programs, and develop background knowledge, by providing access to electronic resources to close the achievement gap, and have the computer knowledge needed for success in high school and college. As the district begins the 2020-2021 school year in a full distance learning model ensuring access to devices and connectivity for all students is imperative. The district is a 1:1 student device district and the district's existing technology plan provided all students their own device to use for school-related instructional activities. The district's efforts in the spring ensured that all students had access to devices and connectivity at home. While these efforts have significantly reduced the identified technology gaps, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning. In planning for the Fall, the district has prepared sufficient devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need. In the Spring, the district purchased 250 mobile hotspots for families with no or poor internet access. CTE pathways that are contingent upon more robust equipment than a chromebook have been met by providing macbooks where possible and the proper software to the program outcomes. The district will continue to assess technology access and support needs through a technology help request form and a live technology helpline. Parents are able to input their technology request and the district responds to these requests within 24-48 hour. The district also has daily walk-up technology support, which includes student device swaps (when necessary). Technology support has also been de-centralized and staff have been sent to school sites to give low-income parents easier access to ongoing support.

Curriculum/Instruction/Intervention

Many low-income and foster youth students may not have access to materials needed for schoolwork, dedicated quiet study space, funding for private tutoring, internet access. Foster youth students might not have acquired the skills to access resources and intervention due to inconsistencies in their home-life and parent/guardian relationships. It is important to provide technology-based 24-hour access to supplemental curriculum, intervention and acceleration software as due to family commitments, many EL students aren't able to stay on campus and utilize the physical space for supplemental support. Implementing these services and actions is a high priority for parents and are principally directed to and effective in meeting the goals for the Low Income, Foster Youth, and English Learner students in an LEA-wide model. During distance learning, at-risks groups were provided wifi hotspots at no additional cost. The families were provided at home technology support when needed. During the summer, students and families of identified at-risk students were provided with online summer bridge courses. The district also provided online and print summer bridge materials targeted at developing skills needed to continue academic growth. During the current year, elementary students without access to reliable internet at home were invited to attend their home school as a part of a learning pod. The students are placed in small groups at school sites and monitored by school staff as they complete their distance learning activities. This is provided at no cost to the families.

Increased Professional Development

Training and workshops are provided to all teachers to support teachers' instructional skills. The professional development opportunities specifically addressed how effectively teachers teach in a distance learning model. There was not only an emphasis on instructional technology, but how to differentiate instruction and provide academic and social emotional support. The daily schedule supports ongoing professional learning for teachers and staff in order to mitigate learning loss, particularly for high risk populations.

Schoolwide Engagement and Positive Environments

Research from the Child Welfare League and our own data on attendance and behavior records indicate that foster youth, homeless, and low-income students are more likely to suffer from drug and/or alcohol use, child abuse, and have a higher rate of mental illness. These risks were exacerbated by the COVID-19 Pandemic and during distance learning. The plan will provide these students with increased access to intervention programs to help reduce these issues. The plan will also include the responsible use of social media and will include ongoing staff, parent, and student education. The COVID-19 Task Force on Social Emotional Learning curated and provided training for staff on a variety of SEL activities that teachers use daily in their classrooms. SEL activities are embedded in all staff meetings, PLC meetings, and grade level meetings with the idea of modeling best practices for SEL.

Counseling

Increased counseling, social emotional learning, and mental health services are part of the increased improved actions and services for Low-income, English Learners, Foster Youth and Homeless Youth. The district stakeholders have identified school counseling programs and services as a priority to help unduplicated students improve educational outcomes and increase college and career readiness particularly during distance learning. There is an overall concern that distance learning can increase isolation, depression and anxiety for at-risk student populations. As part of the COVID-19 Task Force, school counselors and support staff participated in focus groups regarding increased actions and services and provided descriptions of current and proposed services for all students, shared outcomes of current programs and services, and proposed supplemental services for underserved youth. School counselors are vital in meeting the educational needs of all students, specifically unduplicated students. Research shows that the amount of time devoted to college counseling is significantly correlated with positive college-going rates. Targeted supports included counseling hotlines at all secondary schools that were answered by on call counselors during the school day. During distance learning, counselors also monitored all foster students school attendance and participation and made appropriate referrals to mental health services when needed. In addition, targeted counseling support addresses needs of low income youth, monitoring and facilitating their progress, ensuring that they are engaged and participating in distance learning, coordinating all of their social and emotional support, and ensuring that their needs are met both in and out of school. They make ensure that the students have access to tutoring and make up any credits needed so they are not only on-track to graduate, but are also A-G eligible when they do graduate. Increased counseling services also ensure that if they are, or were, homeless, that they are provided with all of the additional resources available due to that status, and evaluates their transcripts to see if they are eligible for AB 1806. There are also additional services to support ELL students in the afternoon. The district will measure effectiveness through ongoing review of metrics engagement and participation, attendance, adequate progress, and diagnostic test data.

Parent Education and Support

Family involvement in education is a major factor in academic success for students. Parents of low-income and foster youth students benefit from proper planning and extended preparation for college and careers. This connection and engagement is challenging during COVID-19 and school closures. Research further indicates that the optimal combination usually features high levels of support and monitoring and the

avoidance of harsh punishment. Those positive outcomes include higher grades, fewer behavior problems, less substance use, better mental health, and greater social competence. Parents of English Learners often lack the knowledge, understanding, and experiences to assist their students in achieving increased educational outcomes. The district identified a need to provide additional parent educational opportunities through feedback and dialogue with the DELAC and ELAC, and through survey data (in Spanish). School sites have increased the number of meetings provided to parents of Low-income, English Learners, Foster Youth and Homeless Youth in order to provide additional support. The district and schools have begun creating video messages that are posted on the District's website and shared with parents using a District app. Parents are encouraged to provide input through surveys and advisory committee meetings. School offices have repurposed staff for greater and more consistent outreach to parents.

English Learner Services

The district will provide increased and improved actions and services for English Learners in part by continuing to use the English Learner Welcome Center. The center builds the capacity of elementary, middle school, and high school educators to address the needs of their English Learners beyond the base program particularly while in distance learning and as the district returns to in-person instruction. The Welcome Center acts as a central hub for English Learner services throughout the district. The center is vital because research has shown that of English Learners in California approximately 40–50 performed well below criteria established for the English/Language Arts standards. Research has also shown that ELL parents can be helpful in their children's literacy development, regardless of their language, education, or literacy level. Even while in distance learning, parents who speak little or no English can contribute to their children's education in very valuable ways. To meet current educational demands, English Learners clearly need additional help, and teachers need a great deal of support. During distance learning, a key function of the center is to follow-up on individual English Learner profiles and assessments and to provide support to students and families in accessing the content and curriculum outside the school site. The Welcome Center also provides teachers from various schools and levels with a framework to collaborate among one another while sharing their data supported best practices for EL students during distance learning and as they prepare to transition to in-person instruction. The results of the beginning of the year assessments will be used to identify and purchase supplemental materials for EL students aligned to the ELA/ELD framework. The center will also provide parent education and resources. Teacher support for EL's is achieved through a system-wide approach of ongoing targeted professional development, including the implementation of Canvas Learning Management system, regular site coaching support, and the use of research-based tools that build the capacity of educators at all levels and professional development on building Academic Vocabulary Dual Language Immersion programs that have been implemented to provide English learners (ELs) with academic instruction in two languages from as early as Transitional-Kindergarten onward. Dual language programs have been found to significantly raise student achievement in core subjects for English Learners and reduce achievement gaps between different English Learners and native English speakers. The dual language programs have continued while the District is in distance learning.

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

The District is increasing the quantity of services and/or improving the services for each of the unduplicated pupil groups through actions marked as contributing in the Learning Continuity Plan and any additional actions the District will provide.

In-Person Instructional Offerings

Additional instructional supplies to limit the number of individuals using shared objects. This improves actions and services for all students including high-risk populations who might not have the resources to obtain instructional materials needed to engage in online lessons. Instructional supplies include, but are not limited to, supplies that are present in all in-person classrooms, such as paper, pencils, pens, crayons, scissors, glue sticks, etc. The increased and improved services is in response to the needs of all students, and is in response to the needs of particular high risk groups:

Low-income, English Learners, Foster Youth and Homeless Youth do not always have the means and resources to purchase materials that would normally be provided while students are in person. Instructional leadership teams, grade level teams, and PLC's developed packets for students which included differentiated instructional materials and activities. The school sites have coordinated bi-weekly pick-ups, but they also conduct outreach to high need families that includes delivering the materials to the students homes.

Distance Learning Program

Wifi Hotspots for Student Home Use

Low-income, Foster Youth, Foster Care, Homeless and EL Students: All actions and strategies are first directed at improving outcomes for Low-income, Foster Youth, Foster Care, Homeless students. Technology and access to extend learning beyond the school building and day are ensured by providing a device to each student and Wi-Fi access to families without connectivity to ensure more equitable access to learning, no matter the place or time of day.

Google Voice Licenses for Counseling Staff, Special Education Staff, and Other Support Staff

Low income, Foster Youth, Homeless Youth, EL were identified as particularly at-risk during distance learning. Google Voice accounts were purchased for support providers, EL staff, translators, and bilingual office staff in order for easier and more efficient ways to communicate with high risk students and their families.

Additional time for intervention and universal access, with targeted intervention for high-risk populations including Low-income, English Learners, Foster Youth and Homeless Youth and students with disabilities. Teachers will provide increased and improved actions and services to high need populations above and beyond the required daily instructional activities. These increased and improved actions and services include: language support, individualized instruction, tutoring, counseling services, assessment.

Instructional Materials to support distance learning for CTE and project-based classrooms. This provides increased actions and services for Low-income, English Learners, Foster Youth and Homeless Youth. Students are able to engage and participate in advanced coursework and other pathways. Underrepresented students groups are able to engage in advanced coursework. Most project-based classes need instructional materials and supplies that at-risk students may not be able to access on their own. The schools purchased additional materials for these groups and coordinated materials pick-up. The secondary schools also purchased and plan to distribute computers that have greater processing capabilities than the regular student issued device.

Instructional materials such as textbooks, workbooks, and other materials that would normally be classroom sets were purchased and sent home for individual use.

These increase actions and services for all students, particularly high risk populations such as English Learners, low-income, foster youth, homeless youth, and students with disabilities.

School Based small learning groups that are in a classroom during distance learning to provide access to high speed internet and supervision during school hours.

Low-income, Foster Youth, Homeless Youth, and EL students who have been identified as having ongoing issues with distance learning while at home were invited to attend their home school as a part of a learning pod. The students are placed in small groups at school sites and monitored by school staff as they complete their distance learning activities. This is provided at no cost to the families.

Pupil Learning Loss

Additional hours for Classified and/or Certificated support staff for targeted and/or intensive intervention.

Low-income, Foster Youth, Homeless Youth, and EL students will have services and interventions based upon learning loss needs. After school tutoring sessions will be offered at each site and students targeted for interventions will be expected to attend to accelerate learning progress. Groupings will be flexible with students being exited when meeting the criteria.

Supplemental materials and supplies for intervention for

Low-income, Foster Youth, Homeless Youth, and EL students will include any items needed to conduct intervention activities such as online curriculum and or hard copies of intervention materials.

Software Programs and Supplemental Online Programs.

Low-income, Foster Youth, Homeless Youth, and EL students will have access to increased software and online supports based upon their needs. Curriculum is offered on two digital platforms: Google Drive and Canvas. To address student need, staff are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms.

Mental Health and Social Emotional Well-Being

In order to support our foster youth, English Language Learners, and low-income students who need additional community resources, we will increase support through added mental health counseling interns. The focus will be connecting families with community programs and services, targeted case management and follow up.

Pupil and Family Engagement and Outreach

School Nutrition

In order to ensure that all low income families were able to receive meals in accordance with the summer meals program, Nutrition Services hired additional staff to prepare and distribute meals to families. This additional staffing has remained in placed during the school year as the District has received a higher than expected demand for meal service.

Other

Professional Development Days at the beginning of the school year to train staff on instructional tools to support learning models. This training was focused on differentiated instruction for Low-income, Foster Youth, Homeless Youth, and EL students. The professional development provided intense support for teaching Mathematics to at-risk students and teaching at-risk students in distance learning.

Attachment 2: Bell Schedules

Elementary School Schedule(s)				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Grades TK-K <i>210 Instructional Minutes</i></p> <p>8:15-9:35 Instruction</p> <p>9:35-9:45 Break</p> <p>9:45-11:05 Instruction</p> <p>11:05-11:15 Break</p> <p>11:15-11:45 Inter/UA</p> <p>11:45-12:20 Lunch</p>	<p>Grades TK-K <i>210 Instructional Minutes</i></p> <p>8:15-9:35 Instruction</p> <p>9:35-9:45 Break</p> <p>9:45-11:05 Instruction</p> <p>11:05-11:15 Break</p> <p>11:15-11:45 Inter/UA</p> <p>11:45-12:20 Lunch</p>	<p>Grades TK-K <i>210 Instructional Minutes</i></p> <p>8:15-9:35 Instruction</p> <p>9:35-9:45 Break</p> <p>9:45-11:05 Instruction</p> <p>11:05-11:15 Break</p> <p>11:15-11:45 Inter/UA</p> <p>11:45-12:20 Lunch</p>	<p>Grades TK-K <i>210 Instructional Minutes</i></p> <p>8:15-9:35 Instruction</p> <p>9:35-9:45 Break</p> <p>9:45-11:05 Instruction</p> <p>11:05-11:15 Break</p> <p>11:15-11:45 Inter/UA</p> <p>11:45-12:20 Lunch</p>	<p>Grades TK-K <i>210 Instructional Minutes</i></p> <p>8:15-9:35 Instruction</p> <p>9:35-9:45 Break</p> <p>9:45-11:05 Instruction</p> <p>11:05-11:15 Break</p> <p>11:15-11:45 Inter/UA</p> <p>11:45-12:20 Lunch</p>
<p>Grades 1-3 <i>260 Instructional Minutes</i></p> <p>8:00-9:20 Instruction</p> <p>9:20-9:30 Break</p> <p>9:30-10:00 Inter/UA-3rd</p> <p>10:00-10:30 Inter/UA-2nd</p> <p>10:30-11:00 Inter/UA-1st</p> <p>11:00-11:10 Break</p> <p>11:10-12:20 Instruction</p> <p>12:20-12:55 Lunch</p>	<p>Grades 1-3 <i>260 Instructional Minutes</i></p> <p>8:00-9:20 Instruction</p> <p>9:20-9:30 Break</p> <p>9:30-10:00 Inter/UA-3rd</p> <p>10:00-10:30 Inter/UA-2nd</p> <p>10:30-11:00 Inter/UA-1st</p> <p>11:00-11:10 Break</p> <p>11:10-12:20 Instruction</p> <p>12:20-12:55 Lunch</p>	<p>Grades 1-3 <i>260 Instructional Minutes</i></p> <p>8:00-9:20 Instruction</p> <p>9:20-9:30 Break</p> <p>9:30-10:00 Inter/UA-3rd</p> <p>10:00-10:30 Inter/UA-2nd</p> <p>10:30-11:00 Inter/UA-1st</p> <p>11:00-11:10 Break</p> <p>11:10-12:20 Instruction</p> <p>12:20-12:55 Lunch</p>	<p>Grades 1-3 <i>260 Instructional Minutes</i></p> <p>8:00-9:20 Instruction</p> <p>9:20-9:30 Break</p> <p>9:30-10:00 Inter/UA-3rd</p> <p>10:00-10:30 Inter/UA-2nd</p> <p>10:30-11:00 Inter/UA-1st</p> <p>11:00-11:10 Break</p> <p>11:10-12:20 Instruction</p> <p>12:20-12:55 Lunch</p>	<p>Grades 1-3 <i>260 Instructional Minutes</i></p> <p>8:00-9:20 Instruction</p> <p>9:20-9:30 Break</p> <p>9:30-10:00 Inter/UA-3rd</p> <p>10:00-10:30 Inter/UA-2nd</p> <p>10:30-11:00 Inter/UA-1st</p> <p>11:00-11:10 Break</p> <p>11:10-12:20 Instruction</p> <p>12:20-12:55 Lunch</p>

Attachment 2: Bell Schedules

Grades 4-5	Grades 4-5	Grades 4-5	Grades 4-5	Grades 4-5
270 Instructional Minutes	270 Instructional Minutes	270 Instructional Minutes	270 Instructional Minutes	270 Instructional Minutes
8:00-9:20 Instruction	8:00-9:20 Instruction	8:00-9:20 Instruction	8:00-9:20 Instruction	8:00-9:20 Instruction
8:20-8:50 Inter/UA-5th	8:20-8:50 Inter/UA-5th	8:20-8:50 Inter/UA-5th	8:20-8:50 Inter/UA-5th	8:20-8:50 Inter/UA-5th
8:50 -9:20 Inter/UA-4th	8:50 -9:20 Inter/UA-4th	8:50 -9:20 Inter/UA-4th	8:50 -9:20 Inter/UA-4th	8:50 -9:20 Inter/UA-4th
9:20-9:30 Break	9:20-9:30 Break	9:20-9:30 Break	9:20-9:30 Break	9:20-9:30 Break
9:30-11:00 Instruction	9:30-11:00 Instruction	9:30-11:00 Instruction	9:30-11:00 Instruction	9:30-11:00 Instruction
11:00-11:10 Break	11:00-11:10 Break	11:00-11:10 Break	11:00-11:10 Break	11:00-11:10 Break
11:10-12:30 Instruction	11:10-12:30 Instruction	11:10-12:30 Instruction	11:10-12:30 Instruction	11:10-12:30 Instruction
12:30-1:05 Lunch	12:30-1:05 Lunch	12:30-1:05 Lunch	12:30-1:05 Lunch	12:30-1:05 Lunch

Attachment 2: Bell Schedules

Middle School				
Monday	Tuesday	Wednesday	Thursday	Friday
Grades 6-12 271 Instructional Minutes	Grades 6-12 271 Instructional Minutes	Grades 6-12 271 Instructional Minutes	Grades 6-12 271 Instructional Minutes	Grades 6-12 271 Instructional Minutes
Per 1 8:00-8:41 (41) Per 2 8:46-9:27 (41) Per 3 9:32-10:13 (41) Per 4 10:18-10:59 (41) Per 5 11:04 - 11:45 (41) Per 6 11:50-12:31 (41) Lunch 12:31-1:06 (35)	Per 1 8:00-8:41 Per 2 8:46-9:27 Per 3 9:32-10:13 Per 4 10:18-10:59 Per 5 11:04 - 11:45 Per 6 11:50-12:31 Lunch 12:31-1:06	Per 1 8:00-8:41 Per 2 8:46-9:27 Per 3 9:32-10:13 Per 4 10:18-10:59 Per 5 11:04 - 11:45 Per 6 11:50-12:31 Lunch 12:31-1:06	Per 1 8:00-8:41 Per 2 8:46-9:27 Per 3 9:32-10:13 Per 4 10:18-10:59 Per 5 11:04 - 11:45 Per 6 11:50-12:31 Lunch 12:31-1:06	Per 1 8:00-8:41 Per 2 8:46-9:27 Per 3 9:32-10:13 Per 4 10:18-10:59 Per 5 11:04 - 11:45 Per 6 11:50-12:31 Lunch 12:31-1:06

High School				
Monday	Tuesday	Wednesday	Thursday	Friday
6-12 271 Instructional Minutes	6-12 271 Instructional Minutes	6-12 271 Instructional Minutes	6-12 271 Instructional Minutes	6-12 271 Instructional Minutes
Per 1 8:00-8:41 (41) Per 2 8:46-9:27 (41) Per 3 9:32-10:13 (41) Per 4 10:18-10:59 (41) Per 5 11:04 - 11:45 (41) Per 6 11:50-12:31 (41) Lunch 12:31-1:06 (35) *Per 7 (1:10-1:51)	Per 1 8:00-8:41 Per 2 8:46-9:27 Per 3 9:32-10:13 Per 4 10:18-10:59 Per 5 11:04 - 11:45 Per 6 11:50-12:31 Lunch 12:31-1:06 *Per 7 (1:10-1:51)	Per 1 8:00-8:41 Per 2 8:46-9:27 Per 3 9:32-10:13 Per 4 10:18-10:59 Per 5 11:04 - 11:45 Per 6 11:50-12:31 Lunch 12:31-1:06 *Per 7 (1:10-1:51)	Per 1 8:00-8:41 Per 2 8:46-9:27 Per 3 9:32-10:13 Per 4 10:18-10:59 Per 5 11:04 - 11:45 Per 6 11:50-12:31 Lunch 12:31-1:06 *Per 7 (1:10-1:51)	Per 1 8:00-8:41 Per 2 8:46-9:27 Per 3 9:32-10:13 Per 4 10:18-10:59 Per 5 11:04 - 11:45 Per 6 11:50-12:31 Lunch 12:31-1:06 *Per 7 (1:10-1:51)

Attachment 3: C-VUSD Assessment Schedules

C-VUSD Assessment Schedule: Elementary School 2020-21	
Beginning of Year Assessments	End of Year Assessments
<ul style="list-style-type: none"> • ELPAC for New Students 	<ul style="list-style-type: none"> • ELPAC Testing
<ul style="list-style-type: none"> • 1 - 5th STAR/Early Literacy Reading Assessment 	<ul style="list-style-type: none"> • 3rd - 5th CAASPP (SBAC) Testing
<ul style="list-style-type: none"> • 2nd - 5th i-Ready ELA Diagnostic 	<ul style="list-style-type: none"> • TK STAR Early Literacy Assessment
<ul style="list-style-type: none"> • K - 5th i-Ready Math Diagnostic 	<ul style="list-style-type: none"> • TK Benchmark Assessment
<ul style="list-style-type: none"> • Mid-Year Assessments 	<ul style="list-style-type: none"> • K - 2nd STAR Reading Assessment
<ul style="list-style-type: none"> • 5th Fitness Gram Physical Fitness Testing 	<ul style="list-style-type: none"> • K - 2nd i-Ready ELA Diagnostic
<ul style="list-style-type: none"> • TK ELA and Math Benchmark Assessment 	<ul style="list-style-type: none"> • K - 2nd i-Ready Math Diagnostic
<ul style="list-style-type: none"> • TK STAR Early Literacy 	<ul style="list-style-type: none"> • TK - 2nd Informative Performance Task
<ul style="list-style-type: none"> • K - 5th STAR/Early Literacy Reading Assessment 	
<ul style="list-style-type: none"> • K - 5th i-Ready ELA Diagnostic 	
<ul style="list-style-type: none"> • K - 5th i-Ready Math Diagnostic 	
<ul style="list-style-type: none"> • TK - 5th Opinion Performance Task 	

C-VUSD Assessment Schedule: Middle School 2020-21	
Beginning of Year Assessments	Trimester 2 Assessments
ELPAC for New Students	7th Fitness Testing
<ul style="list-style-type: none"> • 6-8 STAR/Reading Assessment 	<ul style="list-style-type: none"> • 6-8 Benchmarks Math and ELA
<ul style="list-style-type: none"> • 6-8 ALEKS Diagnostic 	<ul style="list-style-type: none"> • 6-8 STAR Reading Assessment
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Site PSAT 8-9 for Grade 8 Moved to Spring
End of Trimester 1 Assessments	Trimester 3 Assessments
6-8 ELA and Math Benchmark Assessment	ELPAC Testing
<ul style="list-style-type: none"> • 6-8 STAR/Reading Assessment 	<ul style="list-style-type: none"> • 6-8 CAASPP (SBAC) Testing
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 6-8 STAR Reading Assessment

C-VUSD Assessment Schedule: High School 2020-21

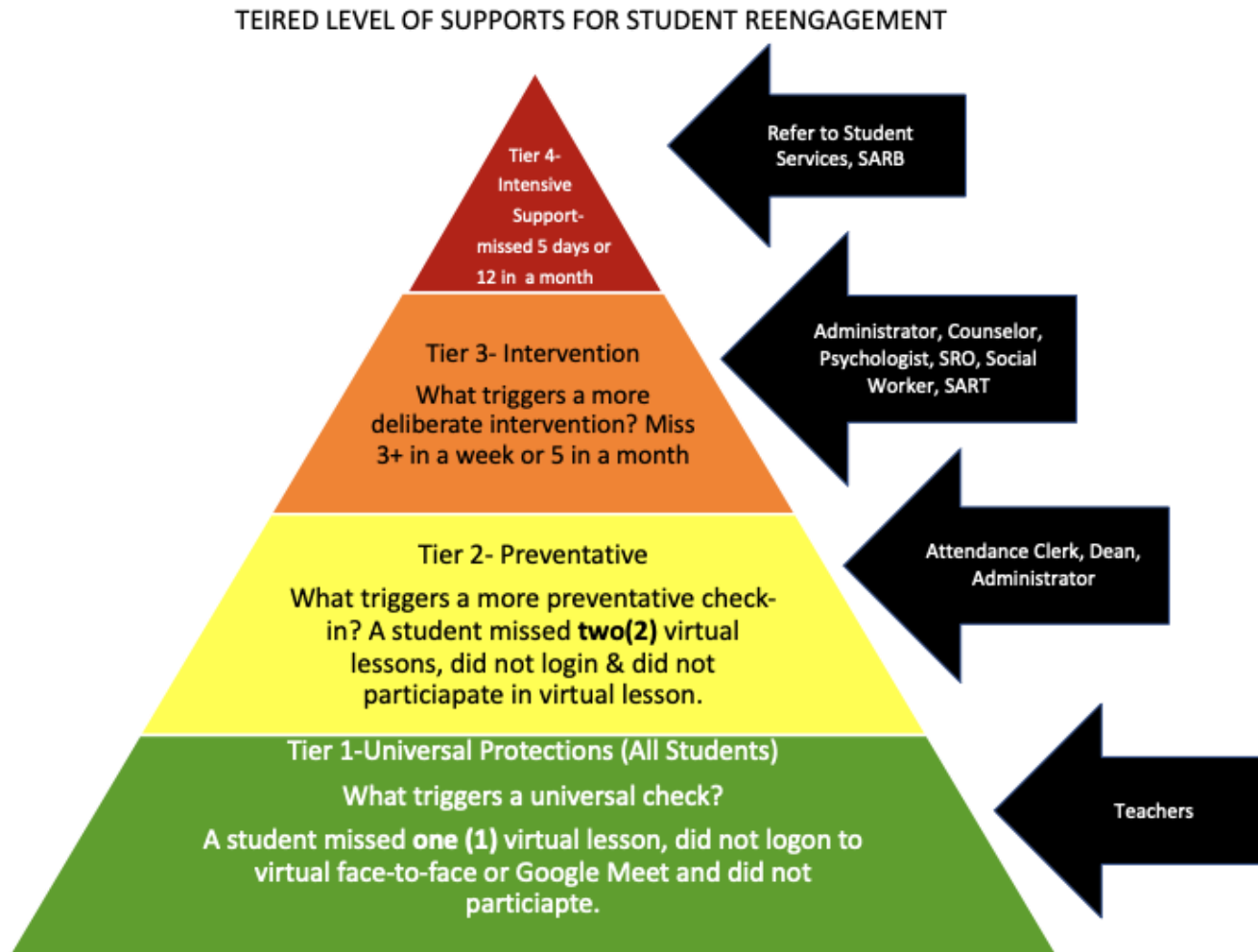
C-VUSD Assessment Schedule: High School 2020-21	
Beginning of Year Assessments and Semester One	Semester 2 Assessments
<ul style="list-style-type: none">• ELPAC for New Students	<ul style="list-style-type: none">• 9th Grade Fitness Testing
<ul style="list-style-type: none">• ALEKS for Math 1, 2, 3	<ul style="list-style-type: none">• 9-12 Benchmarks Math and ELA
<ul style="list-style-type: none">• Site PSAT 8-9/ PSAT/ SAT	<ul style="list-style-type: none">• 11th Grade SAT
<ul style="list-style-type: none">• 9-12 ELA and Math Benchmark Assessment	<ul style="list-style-type: none">• ELPAC Testing
	<ul style="list-style-type: none">• 11th CAASPP (SBAC) Testing
	<ul style="list-style-type: none">• AP Exams
	<ul style="list-style-type: none">• IB Exams

Attachment 4: Professional Development Schedule

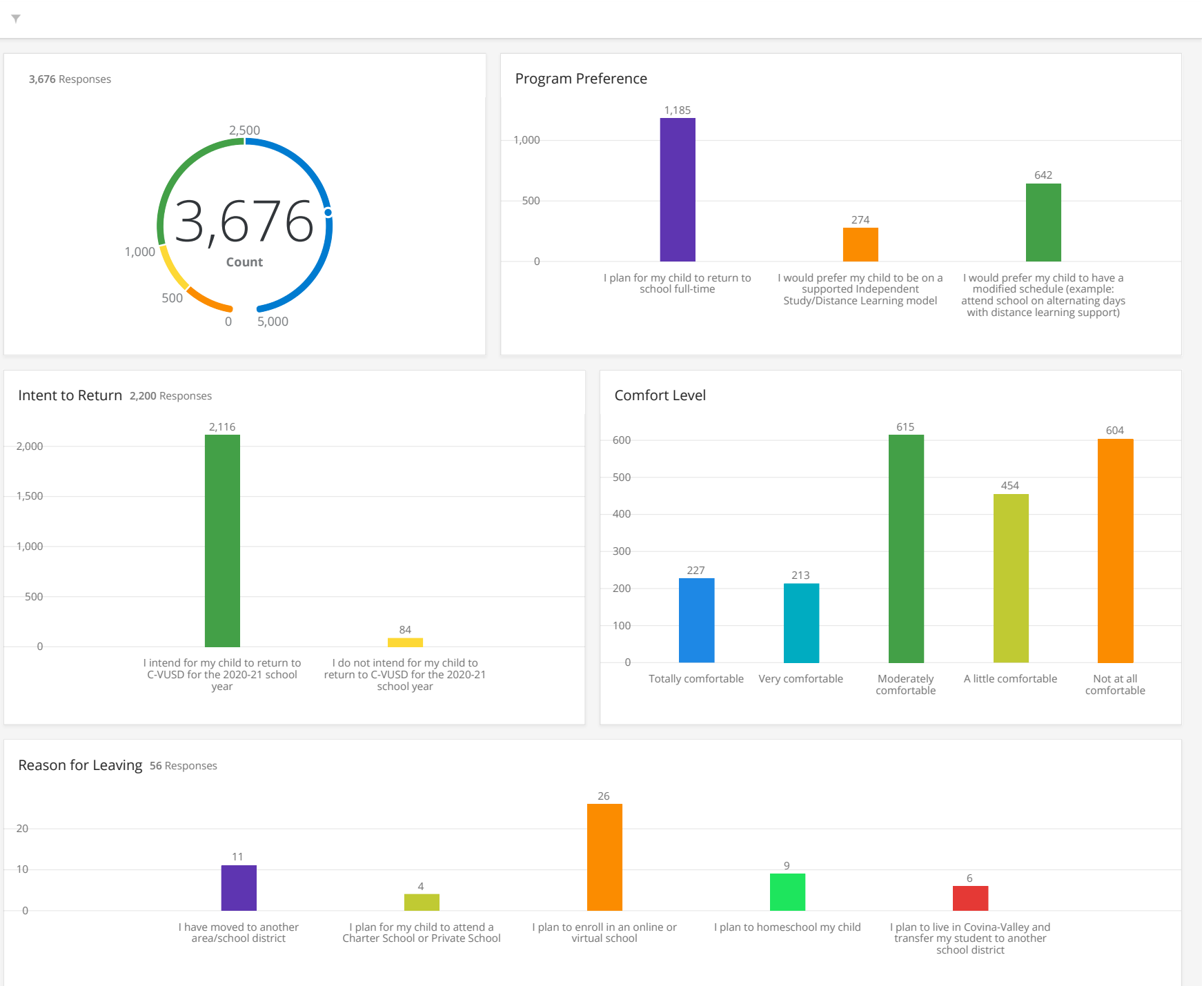
August 12, 2020			August 13, 2020			
	TK-5	6-12		TK-5	6-8	9-12
8:00:00 AM	<u>Supintendent's Welcome</u>	<u>Supintendent's Welcome</u>	8:00:00 AM	<u>UCI Math (K, 1, 2)</u> <u>Hands on Math (TK)</u> <u>Grade Level Pacing (3, 4, 5)</u>	<u>Peardeck Training</u>	TPT (complete <u>Canvas Webinar</u>)
8:30:00 AM	Staff Meeting	Staff Meeting	9:00:00 AM	<u>UCI Math (K, 1, 2)</u> <u>Hands on Math (TK)</u> <u>Grade Level Pacing (3, 4, 5)</u>	<u>Peardeck Training</u>	Online Learning, Pedagogy, Best Practices
9:00:00 AM	Staff Meeting	Staff Meeting	10:00:00 AM	<u>UCI Math (K, 1, 2)</u> <u>Hands on Math (TK)</u> <u>Mandated Reporter (3, 4, 5)</u>	<u>1 Hour Mandated Reporter</u>	Online Learning, Pedagogy, Best Practices
10:00:00 AM	<u>Peardeck Training</u>	Department Level Work Session/Pacing	11:00:00 AM	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
11:00:00 AM	<u>Peardeck Training</u>	Department Level Work Session/Pacing	12:00:00 PM	<u>UCI Math (3, 4, 5)</u> <u>Grade Level Pacing (TK, K, 1, 2)</u>	TPT (complete <u>Canvas Webinar</u>)	<u>Peardeck Training</u>
11:30:00 PM	<i>Lunch</i>	<i>Lunch</i>	1:00:00 PM	<u>UCI Math (3, 4, 5)</u> <u>Grade Level Pacing (TK, K, 1, 2)</u>	Online Learning, Pedagogy, Best Practices	<u>Peardeck Training</u>
12:05:00 PM	<u>Canvas Training</u>	<u>Canvas Training</u>	2:00:00 PM	<u>UCI Math (3, 4, 5)</u> <u>Mandated Reporter (TK, K, 1, 2)</u>	Online Learning, Pedagogy, Best Practices	<u>1 Hour Mandated Reporter</u>
2:00:00 PM	<u>Canvas Training</u>	<u>Canvas Training</u>				

August 14, 2020						
	TK-5	6-12				
8:00:00 AM	TPT (complete <u>Canvas Webinar</u>)	PLC Level Work Session Canvas/Google Classroom				
9:00:00 AM	Grade Level Work Session Canvas/Google Classroom <u>Canvas Best Practices (Optional)</u>	PLC Level Work Session Canvas/Google Classroom <u>Canvas Best Practices (Optional)</u>				
10:00:00 AM	Grade Level Work Session Canvas/Google Classroom <u>Canvas Q & A 10:30-11:00 (Optional)</u>	PLC Level Work Session Canvas/Google Classroom <u>Canvas Q & A 10:00-10:30 (Optional)</u>				
11:00:00 AM	<u>1 Hour Bullying</u>	<u>1 Hour Bullying</u>				
12:00:00 PM	<i>Lunch</i>	<i>Lunch</i>				
1:00:00 PM	Teacher Professional Time	Teacher Professional Time				
2:00:00 PM	Teacher Professional Time	Teacher Professional Time				

Attachment 4: Tiered Level of Supports for Student Re-engagement



Attachment 1: Parent Readiness to Return Survey Dashboard





COVINA-VALLEY

UNIFIED SCHOOL DISTRICT

District Superintendent
Elizabeth Eminhizer, Ed.D.

Board of Education
Sonia Frasquillo
Sue L. Maulucci
Darrell A. Myrick
Rachael Robles
Gary C. Rodriguez

September 2020

To: Learning Continuity and Attendance Plan Parent Advisory Committee (LCAP PAC) and English Learners Parent Advisory (ELAC)

From: Elizabeth Eminhizer, Ed.D., Superintendent of Schools

Subject: Written Response to Questions Regarding the Learning Continuity and Attendance Plan 2020-21

CC: Jonathan Blackmore, Ed.D., Assistant Superintendent, Educational Services
Julie Harrison, Director of Curriculum and Instruction

Per California Education Code Section 43509, please see the written responses posed to the District Regarding the C-VUSD Draft Learning Continuity and Attendance Plan at the LCAP PCA Meeting held on Monday, August 30, 2020, and the ELPAC Meeting held on Friday, August 28, 2020.

Parent Advisory Committee

- When will students return to school?
 - School will reopen in accordance with guidance from the Los Angeles County Department of Public Health, the California Department of Public Health, and the Los Angeles County Office of Education. The district continues to prepare for both Hybrid and in-person instruction now to be prepared. This includes health and safety preparations and instructional preparations.
- What options are available for parents who don't want their students to return to school?
 - If parents wish for their students to remain on distance learning, they will be provided with several options. The District plans to open an alternative virtual school. Parents may choose to transfer students to this school. The District is also examining distance learning options for students after we have returned to in-person instruction. These options may allow students to remain at their home school.
- In what way will these children get any social interaction?
 - Student interactions will continue to take place in classroom settings as teachers will have the ability to group students to work on projects or assignments together. Students will engage in classroom conversations as presentations daily.
- How will they engage and learn to work in a team/class environment?
 - Students can be grouped in the classroom environment in break outs for collaborative work.

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- What outside activities will be offered to give them the social play/interaction/activity they need?
 - Based on the guidelines of the California Health Department students will participate in activities allowed by the guidelines. Currently, phase I of athletic participation is in action. Small groups are allowed to assemble following very specific guidelines.
- What are the options in Distance Learning for students receiving specialized services, examples: Speech and Language, SAI, EL services?
 - The District will continue to provide specialized services while in Distance Learning. When possible, these services will be provided remotely, but upon mutual agreement, the services may be provided in-person with health and safety protocols in place.

DELAC

- How long should it take a teacher to respond to a parent email or question?
 - Our standing practice is that teachers and administrators respond to parents in 24-48 hours.
- What if they do not respond in that time?
 - The parent has the option to email the school administrator with their concerns. The school administrator will facilitate a call or meeting between the parent and teachers.
- What do students and parents do if they cannot connect to the internet?
 - The District is providing wireless hotspots to students without internet access. The District is also providing parents with information from the California Emerging Technologies Fund which helps parents access low cost or no-cost internet service from local providers. Information regarding these programs can also be found on the district website.
- How does the District provide technology support for parents who don't speak English?
 - The District Technology Support Services department's HelpLine is staffed by bi-lingual employees.

Students

- Will courses (example: CTE) have materials sent home?
 - Yes, the site principals are coordinating with district to place all necessary orders or materials and supplies. The school sites will coordinate contact-free pick days for these materials. Elementary schools have bi-weekly contact-free pick up of materials and supplies by grade-level.
- Will the hallways be crowded or will we have different passing periods?
 - Hallways and common areas will be clearly marked with a flow of traffic. Depending on the final instructional model, students may have staggered start and end times to minimize contact.
- When will the school check on missing or absent students?
 - The District has a formal re-engagement plan. The plan is enacted after two absences or two days of no student engagement. The plan uses multi-tiered systems of support to maximize resources targeted for student re-engagement.
- When will sports start again?
 - School sports will be restarted in accordance with LACDPH, CADPH, and CIF guidelines and protocols.

Teachers

- Is there a more robust platform than Google?

- Yes. The District has purchased the Canvas LMS for all teachers and students.
- Can we consider moving to a 6-period day at secondary?
 - The distance learning instructional and in-person models for secondary schools is based on a 6 period. This will remain in place for the 2020-21 school year. A seven-period day option is available for special programs (examples: AVID, VAPA, Intervention, etc.).
- Will teachers and staff be provided PPE?
 - Yes, the state and county have provided PPE for all staff, but the District has also purchased additional PPE for staff to include cloth masks, face shields, hand washing stations, and hand sanitizer.

A copy of this document will be presented at the next advisory committee meeting, has been emailed to stakeholder groups, and is available on the C-VUSD website (www.c-vusd.org).