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/lrnngcntntyatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claremont Unified School District</td>
<td>Julie Olesniewicz, Ed.D., Assistant Superintendent, Educational Services</td>
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</tr>
</tbody>
</table>

General Information

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

Claremont Unified School District (CUSD) is located 35 miles east of Los Angeles and is a community known for its strong commitment to education. District boundaries include the city of Claremont as well as portions of Pomona and La Verne. The District serves approximately 7,000 TK-12 students with seven elementary schools (K-6), one intermediate school (7-8), one high school (9-12), one alternative education high school, one (K-6) school for students with physical disabilities and health impairments, one (7-12) community day school, and one adult school. Though elementary schools have been developed to serve neighborhood areas, an open enrollment policy also allows parents to select schools.

The impact of the COVID-19 pandemic on Claremont Unified School District and its community, like most districts and communities, has been felt very deeply. It has been overall, very challenging; not just academically, but social emotionally. The lack of clear and consistent guidance from various entities such as the California Department of Education, Los Angeles County Department of Health, and the California Department of Public Health has added to the frustration and stress in preparing for the fall. Additionally, all stakeholders have expressed fear of COVID-19 as many community members and staff have lost loved ones. The absenteeism related to COVID-19 also impacts the workflow of an organization.

Many families have shared success stories and many have shared the frustrations and challenges they encountered in the spring such as balancing working from home and helping their child/children keep up with distance learning, the efficient internet connectivity in the home, and equity and access for all. Families also reported that they were feeling stressed as they couldn’t get their child/children to complete the work, and in some cases, saw severe behavioral issues in their student, and reached out for support and resources. Families have expressed a great concern regarding students’ lack of social interaction with other students, inability to participate in much needed special education and in-person English Language Development services along with a lack of childcare opportunities in Phase 1 of distance learning.

When schools essentially closed in March 2020 and teachers were asked to quickly shift to a completely different delivery model, business as usual had to change. The pedagogy of distance learning is not the same as in-person learning. Suddenly, teachers were asked to teach from home while also trying to manage their own children’s distance learning and needs. Staff have difficulty connecting some students and families. Special Education educators found a disconnect between supports provided at school and the transition to at-home services. Teachers found that students’ information had not been updated in the student information system which led to difficulties in communication. Nutrition Services staff were especially concerned about reaching families who depend upon us for food and nutrition, but can’t make it to the school site to pick up food. Providing two meals a day twice a week eliminated the ability to provide fresh options for meals. Many staff members were placed on the front lines to help sanitize and serve food to the community. This led to the necessity to negotiate new working conditions with bargaining units.

Electronic materials, devices, and connectivity have become essential to enabling our students to learn in this 100% digital world of learning. Many of these have been purchased with one-time funds; therefore, the long-term sustainability of these purchases is a concern as well as the many on-going expenses that have been placed on districts to provide personal protective equipment (PPE) to staff and students, thermometers, acrylic dividers, and additional cleaning procedures and supplies. The impact of COVID-19 on the community and the district have been felt deeply; however, this is a family and a community that joins forces and works together. We will persevere.
Stakeholder Engagement

Stakeholder engagement was the basis throughout the development of our plan as well as the final document. Feedback was taken throughout the spring of 2020 via email and phone calls which began the process of utilizing feedback from all stakeholders to direct planning for the fall of 2020. On May 7, 2020, the CUSD Board of Education (BOE) put Distance Learning on the agenda and heard reports from teachers, counselors, and administrators and listened to public comments from students and parents.

In June 2020, families were given two separate surveys in both English and Spanish. These surveys provided the District valuable information regarding specific actions and expenditures proposed in the Learning Continuity and Attendance Plan. The Fall reopening of CUSD Schools Parent Survey provided useful feedback on families’ desire to return to school with social distancing and mask requirements, childcare, and types of models would be preferred in a blended learning model. There were a total of 2,911 responses. The CUSD K-12 Parent Distance Learning Survey provided feedback in regards to distance learning in the spring of 2020, and sought input on how CUSD can better serve them this fall through distance learning. There were 2,152 responses. Also in June, staff was surveyed twice. The Fall Reopening of CUSD Schools Staff Survey was administered to all staff members in the district to seek input on employees comfort level in returning to their sites, and if so, under what model. In addition, certificated employees and administrators were given the Staff Distance Learning Survey to gain valuable feedback on how they viewed distance learning in the spring of 2020 and how the district can best support them with future distance learning. There were 240 responses.

At the June 18, 2020 board meeting, the written report to the community was approved by the CUSD BOE.

A district task force consisting of faculty and staff, principals, district administrators, representatives from the Claremont Faculty Association and the California Schools Employee Association was convened and met on June 6, 16, 23, 30, 2020. They reviewed all survey data and developed a proposed plan to present to families and the CUSD Board of Education.

At the July 8, 2020 meeting of the Board of Education, the superintendent presented the Task Force’s proposed Continuum of Learning Plan for Phases 1-4 to the community and the CUSD BOE. Approximately 490 stakeholders tuned in and provided feedback. At the time, the assumption was that we would be able to begin the school year in Phase 2 and bring students back in a blended model. However, on July 15, 2020, due to the ever changing landscape of COVID-19, the CUSD BOE voted to begin the school year in Phase 1 with all students participating in full distance learning. Approximately 1,056 stakeholders logged on for this meeting and many provided public comment and feedback.

In addition to Phase 1, CUSD offered two additional learning programs to families: Claremont Home Alternative Mastery Program (CHAMP); and Claremont Online Remote Education (CORE). Registration ran July 23 - August 3, 2020 during which district staff spoke with hundreds of families contemplating decisions for students.

On July 30, 2020, CUSD held two town hall meetings to present Phase 1 and answer questions. Between the two meetings, approximately 1,600 parents, students and staff members participated. On August 6, 2020, two additional town hall meetings were held in Spanish to present what Phase 1 would look like and answer questions. A total of 68 participants consisting of both students and parents attended. Additional forums were held to solicit feedback on the Learning Continuity and Attendance Plan in August and September 2020:

- The Leadership Team Committee met on August 10, 2020
- The Learning Continuity and Attendance Plan was presented to the District Parent Advisory Committee on September 1, 2020 via Zoom which consisted of 13 parents with representatives from every school site as well as parents representing Title I, non-Title I, English learners, Foster Youth, Students with Disabilities, the District Mental Health Coordinator, Foster Youth Representative and Community Partner, the Director of Intervention and English Learners, the Director of Educational Services, the Director of Special Education, one site administrator (assistant principal), and six district office staff members (Asst. Supt. of Educational Services, Asst. Supt. of Student Services, Asst. Supt. of Business Services, Parent/Foster/Homeless Youth Liaison, and Administrative Secretaries). The superintendent responded to all questions in writing and they were posted on the District website. The document had been sent to them several days prior to give members ample time to review the document prior to the meeting.
- The Learning Continuity and Attendance Plan was sent to the District English Learner Advisory Committee consisting of English learner parents, English learner site facilitators, and site administrators, on September 3, 2020 via Zoom meeting and the superintendent responded to all questions in writing and they were
posted on the District website. The document had been sent to them several days prior to give members ample time to review the document prior to the meeting.

- The Learning Continuity Plan was posted on the website September 4, 2020 and stakeholders were able to submit comments regarding specific actions and expenditures.
- The draft Learning and Continuity and Attendance Plan was sent to the BOE on September 11, 2020.
- On September 15, 2020, parents were notified via Blackboard Connect phone calls in both English and Spanish that the Learning Continuity Plan was available for viewing and download on the district website and that hard copies can be requested from the District Office or any school site.
- The District parent liaison was able to communicate information about the plan with non-English speaking family’s first hand or with the help of Language Line, depending on the language. All presentations were translated and posted on the website as well.
- The superintendent designee continues to respond to stakeholder questions and feedback in writing.
- In addition, both certificated and classified bargaining unit presidents were sent the draft on August 28, 2020.
- A public hearing on the Learning Continuity and Attendance Plan was held at the September 17, 2020 meeting of the BOE.
- Board action was taken at the September 21, 2020 meeting of the BOE.

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

A description of the options provided for remote participation in public meetings and public hearings was sent out through Blackboard Connect via phone call and email. The description and directions were also posted on the front page of the CUSD website. Stakeholders were able to provide live feedback remotely during the Zoom meetings utilizing the “raise hand” icon or by phone. In addition, stakeholders were able to send in public comments and questions via email. All emails sent prior to the meetings were read by the superintendent in open session. In addition, all meetings were recorded and posted on the district’s website. Hard copy drafts of the Learning Continuity Plan were made available at the District Office as well as all school sites, and our parent liaison communicated and assisted English learner families with obtaining copies. Our Fall DELAC meeting was conducted in both English and Spanish with translation provided by our parent liaison.

A summary of the feedback provided by specific stakeholder groups.

Safety for all stakeholders was at the heart of all feedback. According to responses from stakeholder survey given prior to the uptick in COVID-19 cases in Los Angeles County, families overwhelmingly stated they wanted their students back in school with the District ensuring safety precautions, such as social distancing and the use of face masks, were in place. However, the families of several hundred students expressed the desire to keep their students in an alternate program rather than send them back to school. Likewise, the majority of staff members expressed their desire to return to work with safety procedures in place. As the summer progressed, the concern from all stakeholders echoed the increase in numbers of COVID-19 cases in Los Angeles County. Concern for the mental wellness of students, families, and staff members was also at the forefront of feedback from all stakeholders. Additional feedback from community members, staff, and parents of English learners and Students with Disabilities highlighted concerns regarding services for students with unique needs, English learners, childcare, inconsistent quality of instruction, lack of communication from classrooms, stress in families, aggressive behaviors in students, difficulties in reaching students that need help, loss of engagement to school that is typically gained through groups and activities, access to mobile devices and internet, too many distance learning platforms for students and families to navigate, social interaction for students, sports participation, and staff development for teachers.

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

As a result of the enormous amount of the above mentioned feedback, Claremont USD has made many changes to its programs to meet the needs of all stakeholders which include the following concerns brought up at stakeholder meetings:

- Two new program offerings were developed to accommodate families who were concerned with returning to in-school instruction for the 2020-21 school year.
- Additional staff were hired to accommodate the CHAMP and CORE programs.
● The district purchased an additional 650 iPads to increase the our 1:1 rollout to include Claremont High School
● A summer school program was offered to service small groups of English learner students as well as Foster Youth
● An additional counselor has been added at the high school to support at-risk students, students with 504s, and monitor English learners, Foster Youth and SED students
● Additional mobile hotspots have been purchased to ensure families have connectivity to support instruction
● Elementary site Teachers on Special Assignment (TOSA) will be devoted to small group interventions
● Canvas was identified as the only learning management system to deliver content through distance learning and the district expanded access to PK-2
● The district purchased additional online content through Edgenuity
● The district partnered with CUSD teachers during the summer to build and upload courses to Canvas to be shared with classroom teachers as well as CORE and CHAMP teachers
● Additional supplemental materials such as social emotional learning content, Newsela, and Zoom Education were purchased to enhance distance learning experience
● The Educational Services Department provided teachers with professional development (PD) on Canvas throughout the summer. On August 31st, teachers were given opportunities to participate in professional development training in Canvas, as well as Edgenuity, Nearpod, and mental health and wellness
● We have partnered with the Claremont After Schools Program (CLASP) to develop an online tutor program
● Claremont High School is offering Virtual Link Crew to ensure that incoming freshmen are mentored and supported
● The district developed an English Learner Plan, Social Emotional Learning and Wellness Plan, and Special Education Plan to support students, families, and staff in Phases 1 and 2
● A Parent Engagement Calendar was developed to ensure that parents are engaged, supported, and have the opportunity to participate in various trainings and activities
● School sites have planned their own family engagement workshops and activities
● Schedules and safety protocols have been put into place for Phases 1 and 2 and we continue to refine Phase 2
Continuity of Learning

In-Person Instructional Offerings

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

At the July 8, 2020 CUSD Board of Education meeting, the Board approved the following phases of instruction for school operations during the COVID-19 Pandemic:

- Phase 1 - Digital Remote Learning - Schools Closed - All students engage in daily synchronous and asynchronous online instruction with their teachers.
- Phase 2 - Blended Learning Program - Schools open at 50% capacity with half instruction occurring in person and half instruction occurring online.
- Phase 3 - Schools reopen at full capacity with precautions in place. Blended Learning cohorts return to traditional daily classroom instruction.
- Phase 4 - Schools open with no restrictions. Normal operations resume.

In accordance with guidance from the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), California Department of Education (CDE), the California Department of Industrial Relations Division of Occupational Safety and Health (Cal/OSHA), and The Los Angeles County Department of Health, the parties recognize and agree that a 4 phase instructional plan for teaching and learning is necessary at this time.

To ensure the safety and health of students and staff, students did not return to their school sites at the start of the 2020-21 school year as we were still in Phase 1. Once the district moves to Phase 2, students enrolled in the Blended Learning Program will return to their school sites for limited in person instruction as follows:

- Elementary (TK-6) - 50% of elementary students will attend school on site in the am while the other 50% will attend school on site in the pm
- Secondary (7-12) - 50% of the students will attend school on site on Monday and Thursday while the other 50% will attend school on site on Tuesday and Friday
- All students will participate in asynchronous learning on Wednesdays

When students are not receiving synchronous instruction in their seats, they will be learning asynchronously through CUSD’s learning management system, Canvas. Although the specifics are still being worked out for Phase 2, a subcommittee of the task force worked together to provide guidance in regard to Wednesdays. Although students will be home learning asynchronously, this time can also be utilized to support students who have experienced significant learning loss due to school closures in the 2019-2020 school year or who are at a greater risk of experiencing learning loss due to future school closures. Utilizing the CUSD shared decision making process, each site may also agree to schedule additional site needs, including IEP testing, services identified in student’s IEPs, interventions, and wellness checks, etc. In addition, the usual after-school interventions that schools provide each year will continue in Phase 2, and will specifically target unduplicated students who have experienced learning loss. At the elementary level, TOSAs will provide intense intervention through small groups. Learning loss will be measured with assessment tools such as iReady diagnostics, STAR Reading, the Dynamic Indicators of Basic Early Skills (DIBELS), CUSD benchmarks, and interim assessment blocks. iReady is an adaptive assessment that measures grade level standards mastery in both reading and math, and will be given to students in grades K-6. STAR Reading is a comprehension assessment that measures grade level reading ability and is given to students in grades K-12. DIBELS, now called Acadience, includes multiple assessments that measure reading fluency and comprehension and is given to students in grades K-6. CUSD benchmarks are standards-based assessments given to measure ELA and math standards mastery for students in grades K-2. Interim Assessment Blocks are standards-based assessments for both ELA and math that are aligned to the CAASPP tests and are given to students in grades 3-12.

As we have seen, students’ mental wellness has been directly impacted by COVID-19. To assist teachers in addressing this need, a wellness resources website has been developed as well as a Social Emotional Learning (SEL) & Wellness Plan which includes best practices addressing the social emotional needs of our students, staff, and families. Schoolwide SEL curriculum, such as MindUp, Nearpod, Newsela, and Edgenuity, will be utilized. On August 31, 2020, teachers had the opportunity to participate in professional development in some of this curriculum as well as topics such as COVID-19 and Mental Health, Adverse Childhood Experiences, Community Resilience Model, and Cultivating a Social and Emotional Connection Across Our Schools and Community. All of these tools will assist teachers in addressing learning loss and the mental wellness of our students.
During any in-person instruction, CUSD is committed to ensuring all students, staff and community members remain healthy and safe by following state and county public health guidelines as follows:

- A point person with health expertise will coordinate COVID-19 information and collaborate with administrators to guide health-related decisions.
- Each site will have a COVID-19 Compliance Team consisting of the school principal, the credentialed school nurse, the health services coordinator, and the assistant superintendent of student services. The COVID-19 Compliance Team is responsible for establishing and enforcing COVID-19 safety protocols and ensuring that staff and students receive education about COVID-19.
- Health and safety information will include physical distancing and infection control practices such as handwashing, face coverings, meal serving, and cleaning practices.
- Health office practices, personal protective equipment, management and isolation of persons showing signs of illness.
- The District will follow its reopening safety plan which includes the following actions:
  - Classroom capacity will be reduced in order to ensure social distancing (six feet). Tape or other markings are used to help students maintain physical distancing as they line up to enter the school.
  - Multiple entrances and exits will be identified at each facility and used to avoid overcrowding at arrival and dismissals as long as all entrances and exits have adequate monitoring of arriving and exiting students and employees.
  - Staggering of lunch breaks.
  - Monitor passing period to ensure social distancing.
  - Classroom furniture is set up to ensure six feet between students at their desks/tables and between students and teachers (placement of desks/tables, use of floor markings to indicate required distance, etc.) to the extent feasible.
  - Individual work stations will be separated to ensure six feet between employees.
  - Where six feet of distance is not possible, physical barriers are used to minimize close contacts.
  - Alternative spaces are used to reduce the number of students within classrooms. These may include libraries, multipurpose rooms, gymnasiums, and outside areas.
  - Under Phase 1 and 2, visitors will be expected to communicate by phone or email. In certain situations, appointments may be made by the site staff under the direction of the site administrator.

Anyone entering school property (school buses as well as school buildings and grounds) who has contact with others (students, parents or other employees) is required to wear a cloth face covering per public health requirements.

- Face coverings are to be worn in all public areas, including classrooms, hallways, and outside areas where students congregate.
- Employees are offered, at no cost, a cloth face covering. The covering is to be worn by the employee at all times while on-site when in contact or likely to come into contact with others.
- Students that do not have a face covering will be provided one.
- Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who cannot use or tolerate cloth face coverings.
- A medical grade mask will be provided to any employee who cares for sick children or who has close contact with any child with a medical condition that precludes the child’s use of a cloth face covering.

Measures are in place to ensure appropriate cleaning and disinfecting of space, surfaces and objects throughout the school.

- Common areas and frequently touched objects in those areas will be disinfected as needed using appropriate products.
- Use of shared objects is eliminated wherever possible.
- Custodial and other staff responsible for cleaning and disinfecting school surfaces and objects are trained on manufacturer’s directions, Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
- Custodial staff and other staff responsible for cleaning and disinfecting are equipped with appropriate personal protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product.
- Ventilation is maximized during cleaning and disinfecting to the extent feasible.
- Restrooms, lobbies, break rooms, and lounges and other common areas are being disinfected frequently.
### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

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<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Maintain Class Size Reduction at the continuation high school to increase support of at-risk Low-Income Students, Foster Youth, English learners (ELs), and their families.</td>
<td>$220,525</td>
<td>Y</td>
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<tr>
<td>Elementary Teachers on Special Assignment (TOSAs) will provide direct intervention services to students that have experienced loss of learning, specifically to unduplicated students as they need increased services. TOSAs can also provide professional development on effective research validated strategies to support ELs, SED, and Foster Youth as well as technological support. CUSD will continue to provide 3.0 FTE Technology TOSA positions to support all educational technology needs as well as professional development in Canvas. Additionally, CUSD will continue to provide TOSA support in order to continue the implementation of STEAM, and innovation in the district. This includes the arts and arts integration throughout distance learning. This action includes both in-person instruction as well as distance learning program offerings.</td>
<td>$1,413,329</td>
<td>Y</td>
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<tr>
<td>Provide days for teacher collaboration to create and refine instructional units and assessment data on the California Standards.</td>
<td>$10,000</td>
<td>N</td>
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<td>Purchase additional digital tools and curriculum to support online learning programs such as Edgenuity, Newsela, Nearpod, Canvas, Zoom Education, Canvas Studio, etc.</td>
<td>$230,000</td>
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<tr>
<td>Maintain student access to instructional technology, and ensure that unduplicated students have increased access to enhanced instructional technology and Science Technology Engineering Art Math (STEAM) labs.</td>
<td>$10,000</td>
<td>Y</td>
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<tr>
<td>Provide necessary personal protective equipment (PPE) to students and staff, space dividers, health screening, and additional ongoing deep cleaning of facilities.</td>
<td>$350,000</td>
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### 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.]

As a reminder, at the July 8, 2020 CUSD Board of Education meeting, the Board approved the following phases of instruction for school operations during the COVID-19 Pandemic:

- **Phase 1** - Digital Remote Learning - Schools Closed - All students engage in daily synchronous and asynchronous online instruction with their teachers.
- **Phase 2** - Blended Learning Program - Schools open at 50% capacity with half instruction occurring in person and half instruction occurring online.
- **Phase 3** - Schools reopen at full capacity with precautions in place. Blended Learning cohorts return to traditional daily classroom instruction.
- **Phase 4** - Schools open with no restrictions. Normal operations resume.

Claremont Unified School District has worked tirelessly throughout the spring and summer to develop a coherent and clear instructional plan to guarantee continuity of
instruction throughout the school year regardless of program enrolled in. This will ensure that our pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including CUSD’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. The first step in this process was to create two additional program options which met the requirements of Senate Bill 98 for students who wish to remain in full distance learning. Families who were not comfortable sending their students back to school in any capacity during the 2020-21 school year were able to select from either Claremont Online Remote Education (CORE) or Claremont Home Alternative Mastery Program (CHAMP).

CORE was developed for students whose families were seeking a bridge to returning to school due to the COVID-19 pandemic. This online program offers our students a structured education from a Claremont Unified School District teacher while the student works remotely from home through a Canvas course. At the secondary level, some courses are offered through Edgenuity with either a CUSD teacher or an Edgenuity teacher. The daily online learning program is an option for families who can supervise and support their child’s online learning from home, but want learning facilitated by a credentialed teacher at all times.

Claremont Home Alternative Mastery Program (CHAMP) was developed as an independent study program for students who were seeking flexible, individualized education with the parent serving as coach. The program offers students and families the opportunity to work at their own pace, but with the guidance of a certificated teacher and access to all of the learning materials available to all CUSD students. The Parent/Guardian is the at home learning coach who supports the student by creating a workspace that is free of distraction, establishes a weekly schedule for course work access, and monitors attendance and course work completion. The CHAMP Teacher provides educational support through regular meetings and check-ins, progress monitoring, assessment analysis and recommendations, and consultations with the family. All other students were placed in our Blended Learning Program with the intent to return to school in Phase 2 as soon as it is safe to do so. Students in all three programs have access to all district print and digital curriculum and resources in all content areas. This includes English Language Development regardless of program enrolled in. Teachers in all three programs will provide designated and integrated ELD to all English learner students through small group instruction, individual virtual support, and the utilization of core curriculum and supplemental resources.

Based on feedback from families last spring, CUSD has required all teachers to utilize the District’s adopted learning management system, Canvas, to deliver synchronous and asynchronous learning. This meant expanding our license to include K-2 teachers and all special education educators. Students and families only need to utilize one learning platform, which can be utilized no matter what phase learning plan we are in and allows individual students to transition between in-person and distance learning. Additionally, Canvas allows us to track and measure participation and assess pupil progress through live contacts and synchronous instructional minutes. It also allows site and district administrators to visit virtual classrooms just like they would typically do in-person on site. To ensure continuity and similar quality (regardless of delivery) and to assist our teachers in this transition, a team of teachers built and uploaded courses to Canvas Commons throughout the summer to be shared with other district teachers assigned to a specific grade level or course. Additionally, the TOSAs provided five full days of Canvas trainings on various topics, and teachers were provided additional opportunities for training on the District Staff Development Day prior to the start of school. Additional distance learning tools and curriculum such as iPads, Canvas Studio, Zoom Education, Newsela, Edgenuity, Nearpod SEL and Nearpod EL were purchased. Based on feedback from staff, these tools were chosen to fill existing gaps that were highlighted during distance learning in the spring. Most of these tools were piloted in the spring, as well as many others, and chosen because teachers and students found them to be effective. Canvas Studio is a communication tool that allows instructors and students to actively collaborate through video and audio media. Zoom Education was the preferred video communication platform utilized in the spring. Newsela is additional digital content that provides thousands of carefully curated, engaging, standards-aligned texts to drive continued learning. Edgenuity offers online content and courses that are a-g approved as well as UC-CSU approved. Nearpod is a student engagement platform that can be used to create presentations that can contain quiz’s, polls, videos, images, drawing-boards, web content and so on. It also contains over 7,000 k-12 standards-aligned lessons as well as social emotional learning content and English learner lessons.

CUSD worked collaboratively with its bargaining units to develop Memos of Understanding (MOUs) that included schedules with required instructional minutes, requirements for synchronous and asynchronous instruction, staff expectations, and addressed changes in employee roles and responsibilities. Daily live interaction will take place through synchronous learning via Zoom, Big Blue Button, or Google Meets for a minimum of 50% of the required instructional time at each grade level to ensure consistency among teachers and programs. The state required daily instructional minutes for the 2020-21 school year are:

- 180 instructional minutes in transitional kindergarten/kindergarten
- 230 instructional minutes in grades 1 to 3
- 240 instructional minutes in grades 4 to 12

These daily schedules allow teachers to deliver a full curriculum through a combination of asynchronous and synchronous assignments/teaching. Teachers have
evaluated grade level and content standards, identified the most essential standards, and mapped out the most effective way to approach the curriculum of each grade span. For instance, the most difficult standards will be taught through synchronous delivery, and less difficult standards may be approached through asynchronous delivery. Teachers will continue to assess and monitor their students and will make shifts accordingly. Paraprofessionals, administrators and other staff members are being utilized to assist with the requirements of distance learning. They are overseeing the new CHAMP and CORE programs, providing small group assistance and intervention, enrichment opportunities, wellness checks, and assisting with re-engaging unengaged students.

Access to Devices and Connectivity

In the spring, the District was able to ascertain the needs of students through direct contact. The District monitored attendance and engagement, and made phone calls, and even home visits in many cases to see who needed devices and connectivity for students that were not engaged in distance learning. That process has continued into 2020-21. This outreach includes all students, especially families with unique needs. In fact, some students with unique needs have received two devices, one for accessibility and one to be able to view their class virtually. CUSD checked out iPads and chargers to all students in grades 3-12. Any student in grades TK-2 that needs a device may request one and it will be provided by the school site. To date, the District has deployed 6,635 devices. Additionally, the district has purchased mobile hotspots for any family who requires one. We have deployed 85 hotspots to date. An organization that serves Foster Youth, iFoster, donated six tablets and mobile hotspots for our K-8 Foster Youth, and four Chromebooks and mobile hotspots for Foster Youth in grades 9-12. The district supports students and families with technical support in a variety of ways. A Canvas webpage and a technical troubleshooting webpage has been created and shared with all families to help with the learning management system as well as troubleshooting various issues with the iPads and Zoom. There is a Student Technology Support Form that students can fill out to receive white glove service from our Information Technology Services department as well as our Educational Technology Teachers on Special Assignment.

Pupil Participation and Progress

Pupil progress will be monitored and assessed on a daily basis through a variety of formats. During synchronous instruction, teachers will conduct formative assessments through practices such as checking for understanding, questioning, and exit tickets as well as their daily assignments. In addition, multiple formative and summative assessment tools will be utilized throughout distance learning such as iReady diagnostics, STAR Reading, The Dynamic Indicators of Basic Early Skills (DIBELS), CUSD benchmarks, Interim Assessment Blocks, and unit and chapter tests, etc. All assessments are moving forward as regularly scheduled. An assessment calendar has been developed and delivered to all instructors providing guidance on which assessment tools will be utilized throughout the school year for District Benchmarks. Throughout Phase 1, assessments will be administered remotely through Zoom or Big Blue Button in small groups and 1:1. iReady Diagnostics and Interim Assessment Blocks can be completed asynchronously and analyzed by the teacher. Participation of asynchronous work will be measured through the use of Canvas as it keeps track of all student activity. It will be the teachers’ responsibility to measure and assign the time value of pupil assignments by following the core curriculum recommendations, and teachers will work in grade level teams and departments collaboratively to discuss and calibrate this time assigned to these assignments across classrooms, schools and programs. Again, all schools are following the state required daily instructional minutes and conducting 50% of the instructional time synchronously:

180 instructional minutes in transitional kindergarten/kindergarten
230 instructional minutes in grades 1 to 3
240 instructional minutes in grades 4 to 12
**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 Educational Services Department has provided in-depth professional development in the district adopted learning management system, *Canvas*. There were five paid days provided throughout the summer to attend these virtual trainings which included over 35 different topics and opportunities for hands-on experiences. All trainings were recorded and archived so teachers could access them at any time throughout the year, including on the district Staff Development Day on August 31, 2020. That day, teachers were able to participate in the *Canvas* trainings as well as other topics that were offered such as: COVID-19 and Mental Health; Adverse Childhood Experiences; Community Resilience Model; Cultivating a Social and Emotional Connection Across Our Schools; Edgenuity; How to Use Zoom Education; Social Emotional Learning Content Through Nearpod; and Nearpod Support for the English Learner. A Google folder has been built and been made available for staff members that includes a robust resource library to assist throughout distance learning. In addition, a consultant has been hired to provide a trainer of teachers model of professional development in the area of trauma informed practices to be able to support staff in all positions at a school site. The district has four Technology TOSAs who have been providing 1:1 support to staff members through *You Can Book Me* online scheduling and each elementary school site has a TOSA who also assists with technology support. Additional technology support comes from the CUSD Technology Support Services Department which assists with desktop support, iPad, and connectivity issues.

**Staff Roles and Responsibilities**

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

For the most part, school administrators’ and teachers’ roles and responsibilities have remained the same. Just because students are on the other side of the screen rather than in the same room doesn’t mean that teachers’ responsibilities have lessened. Teachers are responsible for synchronous direct instruction, asynchronous instruction, providing social and emotional support, monitoring learning and assessing progress of their students. However, distance learning has created a situation in which teachers have essentially had to make pedagogical shifts, learn how to utilize new digital tools and platforms, and look at teaching and developing relationships with their students in different ways. This has greatly impacted instructors. CHAMP teachers will have less time for face-to-face whole group instruction, however, the amount of time they will utilize supporting families will greatly increase. We have several district office administrators that have essentially taken on the additional role of site administrator for the CORE and CHAMP programs while maintaining the roles and responsibilities of their district office assignments. Elementary TOSAs have always provided direct intervention to students that need additional support as 50% of their assignment. Nonetheless, throughout Phases 1 and 2 of our plan, TOSAs will utilize 100% of their assignment to provide additional support and instruction to address learning loss. In addition, both school counselors and site administrators have been asked to take on a role of teacher for a “homeroom” assignment, alongside all other teachers, to provide social emotional support every Wednesday. Due to the current unforeseen and unprecedented nature of the current conditions, the District and both CSEA, in collaboration, recognize that some CSEA bargaining unit positions may be asked to perform duties not currently contained within their current job description. All student support staff shall be assigned to support certificated staff in the delivery of digital instruction as well as social emotional support. In addition, various staff members that cannot effectively conduct their job remotely, such as campus supervisors, will assist in tracking down students that have not participated for three days or more in an attempt to re-engage the student, and making follow-up phone calls home for things such as ensuring technology problems were solved or that a student’s device was fixed, etc.
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.]

Throughout distance learning, CUSD has provided, and will continue to provide, additional supports to assist pupils with unique needs. One support essential from the onset was the assurance that all students with unique needs had access to technology devices and internet connection. All English learners, pupils in foster care, and those experiencing homelessness who communicated the need were provided with a school iPad and hot-spot connectivity. This service will continue in the 2020-21 school year. Additionally, iFoster will be providing students with permanent tablets, Chromebooks, and mobile hotspots for Foster Youth. During the summer of 2020, English learners and Foster Youth in grades 1-5 were invited to participate in a four-week virtual summer learning program. Over 80 students participated. The four-week Extended School Year Program for students with IEPs serviced just over 200 students. CUSD also provided meal delivery service for many families experiencing homelessness.

Community programs are being used to support refugee students, English learners, and other students with unique needs. A tutoring program organized by Claremont Canopy, a refugee resettlement organization in Claremont, pairs secondary native English speakers with elementary English learners in a mentoring and support model. Claremont Afterschool Programs (CLASP) pairs retired educators and other community members with elementary students to provide after school tutoring assistance. Additional supports continuing in the 2020-21 school year include synchronous small group instruction for students with unique needs, including daily integrated and designated ELD instruction, instruction mandated by students’ IEPs, and multi-tiered systems of support in academics and social emotional learning for Foster Youth and students experiencing homelessness. In order to start the year successfully, CUSD will be providing backpacks and school supplies to students who demonstrate a need for such items.

At the elementary level, dedicated blocks of time in the morning and afternoon will be used for designated ELD and support for students with disabilities. At the secondary level, students with disabilities will receive support during small group intervention time and in through their special education courses. Additional learning resources will supplement core curriculum to students with disabilities, for example, the district will add an expansion component to Universal Learning Systems (ULS) curriculum to support distance learning for students in our intensive needs programs (OI/OHI, Moderate/Severe SDC). Secondary content area teachers collaborate with Special Education Case Carriers to provide accommodations for students with disabilities. Paraprofessionals working with teachers may use instruction block time or time during asynchronous instructional time to provide follow up tutoring and enrichment lessons for students with unique needs who are not meeting grade-level standards. This intervention time is designed for students to access additional academic support. Teachers may use this time to meet with high needs students to provide mini-lessons, remediation, and re-teaching.

The district will purchase programs, supplemental resources, and technology to address student learning needs during distance learning, progress monitoring programs, technology enhancements, online courses are just a few examples. Academic and social-emotional interventions may take place during and outside of the synchronous instructional blocks.

Training will be offered for paraprofessionals who support students in a virtual setting and for related service providers who support instruction through teletherapy. Parents are important partners in distance learning and these partnerships with schools and teachers are vital for students with unique needs. CUSD will offer parents and families virtual sessions that will help families better support their students in the areas of technology and academic achievement, including students with special needs.
## Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire five new teachers at the elementary level, 29 teacher overages at the secondary level, and fund stipends to staff the CHAMP and CORE programs.</td>
<td>$1,246,000</td>
<td>N</td>
</tr>
<tr>
<td>Build Canvas courses throughout the summer to assist teachers in providing quality and consistent instruction.</td>
<td>$75,000</td>
<td>N</td>
</tr>
<tr>
<td>Provide California Standards professional development to teachers, including professional development in ELD, SEL, and trauma through distance learning in order to support the increased needs of unduplicated students through COVID-19.</td>
<td>$10,000</td>
<td>Y</td>
</tr>
<tr>
<td>The Professional Development Committee will provide input for supporting effective implementation of the California Standards and District professional programs and professional development.</td>
<td>$0</td>
<td>N</td>
</tr>
<tr>
<td>Professional development will be afforded to all paraeducators that work with unduplicated students regarding the California Standards and evidence-based practices.</td>
<td>$15,000</td>
<td>Y</td>
</tr>
<tr>
<td>Purchase additional devices and mobile hotspots to support students with distance learning.</td>
<td>$265,000</td>
<td>N</td>
</tr>
<tr>
<td>Ensure each school site has a certificated English Learner Facilitator to support DELAC and English Learner Advisory Committee (ELAC) meetings and activities. A task force, consisting of EL Facilitators and other stakeholders, will collaborate on ways to increase services provided to ELs as well as support our EL families.</td>
<td>$8,740</td>
<td>Y</td>
</tr>
<tr>
<td>Maintain a Director of Intervention and English Learner Programs to develop, direct, and support all programs and activities related to RTI, English learners and other special projects for struggling ELs, Low-Income, and Foster Youth.</td>
<td>$184,785</td>
<td>Y</td>
</tr>
<tr>
<td>In order to provide additional services to our unduplicated students, we will continue to employ counselors to support secondary Low-Income Students and English learners above our base ratio of counselors.</td>
<td>$553,607</td>
<td>Y</td>
</tr>
<tr>
<td>Retain Information Services Specialist and clerical assistant to support the development and administration of local assessments; and the creation of assessment reports to develop plans of action to increase the achievement of English learners, Low-Income Students, and Foster Youth.</td>
<td>$112,556</td>
<td>Y</td>
</tr>
<tr>
<td>Continue to provide unduplicated students access to college credits prior to exiting high school.</td>
<td>$15,000</td>
<td>Y</td>
</tr>
<tr>
<td>Continue to provide an Early College Program between CUSD and Citrus College for Low-Income High School Students.</td>
<td>$15,000</td>
<td>Y</td>
</tr>
<tr>
<td>Support and monitor ELs and reclassified ELs.</td>
<td>$11,176</td>
<td>Y</td>
</tr>
<tr>
<td>The district staff will monitor all ELs and reclassified ELs electronically and digitally using Ellevation software. Ellevation provides sites with EL data at their fingertips and are able to run, print reports and record meetings in an efficient manner. District staff will monitor the progress of reclassified ELs for four years after they become reclassified. Cross-cultural Language and Academic Development (CLAD) certified teachers will be assigned to monitor reclassified English learners on a quarterly basis for a period of two years.</td>
<td>$11,176</td>
<td>Y</td>
</tr>
</tbody>
</table>
Supplemental English Language Development (ELD) digital materials and newcomer materials will be purchased to support daily ELD instruction. | $10,000 | Y
---|---|---
Continue to support a Seal of Biliteracy Program, and monitor our ELs to ensure they can achieve this distinction. | $3,000 | Y
Implement a dual language program at the elementary school level. | $8,534 | N
Continue the Advancement via Individual Determination (AVID) program through distance learning as well as AVID Excel to support 7th and 8th grade English learners and Reclassified Fluent English Proficient (RFEP) students to accelerate academic language acquisition and increase access to college preparatory coursework. SED, ELs, RFEP, and Foster Youth will earn extra points on the criteria selection form for the AVID program. | $400,000 | Y
Provide educational technology professional development to promote and develop 21st Century skills and support access to classroom instruction for English learners, Low-Income Students, and Foster Youth in grades TK-12. | $10,000 | Y
Build, maintain, and strengthen the delivery of high quality Career Technical Education (CTE) programs in the relevant industry sectors and pathways, including priority and auxiliary industry sectors as defined by the Inland Empire/Desert Regional Consortium’s Strong Workforce Program Regional Plan, by supporting the Baldy View Regional Occupational Program at both our comprehensive and continuation high schools. | $605,858 | N
Continue to provide elementary instrumental music instruction in grades 4-6 districtwide. For Low-Income Students: Provide program supplies and instruments to students participating in the elementary instrumental music program. | $3,000 | Y
Continue to provide visual and performing arts instruction districtwide through distance learning. The District will provide Site Art Lead Teachers (SALTs) at all elementary schools, and provide supplemental supplies and materials for Low-Income Students. The SALTs will help create integrated arts lessons to be utilized through distance learning as well as in-person instruction once it’s deemed safe. | $7,000 | Y

**Pupil Learning Loss**

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

CUSD is prepared to assess learning loss and address the concern for all students in English language arts and math, and for English language development for English learners. All students in grades TK-6 will be administered iReady diagnostic assessments in both reading and math three times throughout the year to measure academic performance. Between the diagnostic periods, iReady individualized instruction (consisting of at least 45 minutes per week in each subject) will take place for each student. Additional assessments may be administered to K-6 students including DIBELS (to measure reading fluency), STAR Reading (to measure reading comprehension), and additional classroom level screeners to measure academic achievement levels. Students in grades K-2 will be assessed twice yearly in both ELA and math using curriculum-based district benchmarks. Students in grades 3-6 will be assessed twice yearly in both ELA and math using Interim Assessment Blocks. Students in grades 7-12 will be assessed using STAR Reading at least three times yearly to measure academic performance and monitor growth. Additionally, secondary students will be assessed a minimum of two times per year using Interim Assessment Blocks in both ELA and math. Additional classroom level assessments will be used.
to measure academic performance. Secondary students in grades 7 and 8 who are in need of math intervention will use the *iReady* diagnostic and instruction. Secondary students currently enrolled in certain intervention programs will be assessed using the *Read 180* Reading Inventory and will utilize the *Read 180* intervention program.

In addition to the assessments mentioned above, English Language Proficiency Assessments for California (ELPAC) will be used in 2020-21 to measure English language development. The Initial ELPAC will be administered to all students new to public school within 30 days of enrollment. A portion of our CUSD English learners completed the 2019-20 ELPAC. The optional administration of the fall summative ELPAC will be administered to students in grades 4-12 who have demonstrated possible reclassification eligibility through success in other assessments. Classroom teachers will monitor EL progress throughout the year using curriculum-based measures. Administrators will measure the implementation of integrated and designated ELD by conducting classroom walkthroughs. Student progress will be documented twice yearly by completing monitoring forms through *Ellevation*, the district’s English Learner progress monitoring platform.

### Pupil Learning Loss Strategies

*A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.*

CUSD has developed a robust synchronous and asynchronous learning plan for all students. Teachers will meet daily with students to provide live whole-class instruction in all subject areas. All lessons will take place virtually until schools are ready to reopen. In addition to live instruction for all students, lessons have been created for asynchronous instruction. All students will have access to the lessons via *Canvas* which will allow teachers to strategically develop lessons for both synchronous and asynchronous learning time that incorporate standards-based lessons which address learning loss and acceleration due to COVID-19.

In addition to instruction for all students, strategic intervention and acceleration plans are being developed for students who demonstrate a need for such services, including English learners; Low-Income students; Foster Youth; pupils with exceptional needs; and pupils experiencing homelessness. Teachers have time built into their daily schedule to host small group live instruction for students, in addition to their whole group live instruction. Office hours are built into the secondary schedules so teachers can connect individually with students and families and address specific needs of English learners, Low-Income students, Foster Youth, pupils with exceptional needs, and pupils experiencing homelessness. Teachers will identify students with unique needs in their classes and monitor their progress. Where necessary and appropriate, IEP meetings will be held to discuss student progress on IEP goals and revise or create a plan to better meet student’s needs. Plans to contact families and point-of-contact teams are being created at each school site. Additionally, the district’s Parent, Foster Youth, and Homeless Liaison; Director of Intervention and English Learner Programs; and Assistant Superintendent of Student Services are all working with individual families to ensure students’ learning needs are met.

At all levels of instruction, differentiated learning programs will be utilized to meet the diverse needs of learners. Elementary students will have access to *iReady* in both reading and math. Students in grades TK-12 will have access to *STAR Reading* assessments, *Newsela*, and *Nearpod*. Additionally, social and emotional learning will be implemented at all schools to ensure that students’ mental wellness is addressed.

### Effectiveness of Implemented Pupil Learning Loss Strategies

*A description of how the effectiveness of the services or supports provided to address learning loss will be measured.*

The effectiveness of the synchronous and asynchronous learning plans developed by teachers will be measured through PLCs and the continual refinement of best practices. Teacher satisfaction and comfort level in delivering online content will be a factor in measuring the effectiveness of instruction. Additionally, administrators will be performing virtual classroom walkthroughs to ensure rigorous instruction and monitor the effectiveness of the implementation of services.

The effectiveness of small group instruction and individual care for students will be measured through academic performance growth. Baseline assessment data will be gathered at the beginning of the year, and progress will be monitored through district benchmarks and state assessments. If academic growth is being made, the district
will know that the implemented strategies are working. Additionally, administrator walkthroughs will take place and teacher comfort will be assessed throughout the year.

The effectiveness of differentiated learning programs such as **iReady** and **STAR Reading** will be measured through diagnostic testing and progress monitoring with the assessments built into these programs. An increase in student proficiency levels will demonstrate effectiveness. The effectiveness of programs such as **Newsela** and **Nearpod** will be measured through monitoring the fidelity of use, teacher and student comfort, and the increase in academic proficiency as measured by district benchmarks and state assessments. A sustained use of the programs and increase in student academic achievement will demonstrate effectiveness. Social and emotional wellness will be measured by attendance and participation rates of students, teacher observation, and the number of counseling referrals and type of services being offered. High attendance rates, and a sustained number of counseling referrals will demonstrate effectiveness.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase <strong>iReady</strong> in reading and math at the elementary level and for secondary intervention support.</td>
<td>$108,632</td>
<td>N</td>
</tr>
<tr>
<td>Purchase <strong>Read 180/System 44</strong> for secondary intervention support.</td>
<td>$8,222</td>
<td>N</td>
</tr>
<tr>
<td>Provide increased intervention services, programs, and supplemental materials for at-risk Low-Income Students and English learners during the school day, including mathematics for English learners.</td>
<td>$30,240</td>
<td>Y</td>
</tr>
<tr>
<td>Provide before, during, or after-school interventions for at-risk Low-Income Students and English learners, predominantly in the area of mathematics.</td>
<td>$18,431</td>
<td>Y</td>
</tr>
<tr>
<td>Maintain a paraprofessional to support Immigrant/Newcomer ELs districtwide.</td>
<td>$30,000</td>
<td>N</td>
</tr>
<tr>
<td>District administrators and principals will visit classrooms at least every six weeks to monitor implementation of ELD instruction and provide feedback to ELD Teachers, including virtually if needed.</td>
<td>$0</td>
<td>N</td>
</tr>
<tr>
<td>Administrators and teachers will analyze English learner data to identify student needs and develop strategic instructional plans.</td>
<td>$0</td>
<td>N</td>
</tr>
<tr>
<td>Special Education staff will participate in specialized California Standards trainings in order to support and improve access to core content subjects for our students with unique needs that are also Low-Income students, EL, and/or Foster Youth. This includes professional development opportunities provided by the East San Gabriel Valley Special Education Local Plan Area (SELPA) such as Assessment and Evidence-Based Intervention Reading Disabilities/Dyslexia and opportunities to receive reading intervention certification.</td>
<td>$3,000</td>
<td>Y</td>
</tr>
<tr>
<td>Provide homework, tutoring, and recreational activities to EL, SED, and Foster Youth students in an after-school setting through distance learning. CUSD will partner with the community’s Claremont After-School Program (CLASP) to support these academically at-risk youth.</td>
<td>$15,000</td>
<td>Y</td>
</tr>
<tr>
<td>Maintain the Response to Intervention and Instruction/Multi-tiered System of Support (RtI/MTSS) Committee to advise and support districtwide RtI/MTSS Programs; provide RtI/MTSS professional development to staff to improve services for unduplicated students.</td>
<td>$10,000</td>
<td>Y</td>
</tr>
<tr>
<td>Description</td>
<td>Cost</td>
<td>Y/N</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>RtI/MTSS programs will be implemented at every school to ensure unduplicated students are college and career ready.</td>
<td>$10,000</td>
<td>Y</td>
</tr>
<tr>
<td>Support English learners, SED students, and Foster Youth through an extended year program, and investigate additional ways to support and engage students through the summer. Include mathematics intervention as part of the English learner summer program.</td>
<td>$35,000</td>
<td>Y</td>
</tr>
<tr>
<td>The percentage of students receiving “D”s and “F”s will be tracked. Secondary School Plans for Student Achievement (SPSAs) will report the percentage of students receiving “D”s and “F”s and actions will be developed as appropriate.</td>
<td>$0</td>
<td>N</td>
</tr>
</tbody>
</table>
Mental Health and Social and Emotional Well-Being

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

CUSD will monitor and support mental health and social emotional well-being of students and staff in a variety of ways. Administrators will continue to do daily check-ins with staff and teachers will continue to do daily check-ins with students. CUSD has developed a Social Emotional Learning and Wellness Plan to address the tiered approach to supporting the mental well-being of the district’s students, staff, and families. This plan was shared with all stakeholders at the town hall meetings. For students, Tier 1 supports include, but are not limited to, schoolwide SEL curriculum (including the use of Nearpod, Edgenuity, Mind Up, Newsela, etc.), arts integration with social and emotional learning, virtual recess and other community play times, goal setting conferences between students and families and their teachers, and peer counseling when appropriate. This plan includes a Wellness Website that has been created and shared with all families and staff as a resource to address overall mental wellness as well as trauma and other impacts of COVID-19. This page is updated frequently to provide parents with the latest information and resources. In addition, the district has partnered with community organizations to provide parent/staff workshops, including suicide prevention, SEL Practices, mindfulness tools, mental health in the virtual classroom, Adverse Childhood Experiences (ACEs), and the Community Resilience Model: Fostering Resilience, Hope, and Compassion (CRM). Several of these workshops are also offered in Spanish. Positive Behavioral Interventions and Supports (PBIS) including providing families with clear expectations in distance learning, virtual check-ins with students, and formalized systems of acknowledgement for students will be implemented. Students identified as needing more intensive support may be referred to school counseling interns, school counselors, school psychologists and other identified staff members for Tier 2 supports which may include: check out between student and staff, silent mentoring, targeted social groups, small group counseling and/or individual counseling. Those students exhibiting critical need may be referred for Tier 3 supports, which add mental health clinicians to the support team. Supports and services under Tier Three supports may include, but are not limited to: Intensive group counseling, intensive individual counseling, behavior interventions plans (as part of a student’s IEP), social work services, and/or family therapy.

Professional learning opportunities will be offered to support staff, teachers and counselors in the areas of social-emotional wellness. Professional learning sessions may include but are not limited to training in social-emotional learning, restorative practices, Suicide Prevention and Ongoing Resiliency Training (SPORT-2), peer mediation, Care Solace. The sessions address student social and emotional health needs as well as the needs of staff and families, including examining implicit bias. Teachers will also monitor students through observations as they meet with them synchronously each day. On the August 31, 2020 Staff Development Day, staff was offered the opportunity to participate in workshops such as ACEs and CRM as well as “COVID-19 and Mental Health.”

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.

Teachers have worked tirelessly to learn new pedagogy and best practices to ensure that their delivery of distance learning is engaging for students and that communication is clear and concise. In Phase one, while all students are participating in distance learning, teachers will take roll each day during their synchronous scheduled class/period and recorded into Q, the district’s student information system. In addition, teachers will track students’ asynchronous participation and required instructional minutes through Canvas, the district’s learning management system. Canvas records when students login, participate in discussion boards, turn in assignments, etc. When students return to school in Phase 2, roll will be taken 2 days a week during in-person instruction. For the three days that students participate in asynchronous learning, participation and required instructional minutes will be tracked through Canvas, and logged into Q.

In Phase 1, the District, in collaboration with its bargaining units, have created a Student Support Plan to determine which students are absent from distance learning.
and underlying causes for their absences, and how to help students and families re-engage. For families that need communication and outreach in languages other than English when students’ aren’t meeting compulsory education requirements, schools and departments will utilize the assistance of in-house translators such as the District Parent Liaison as well as the contracted services provided to the district such as Language Line and Language Network.

**Student Support**

**Level 1**
If a student does not participate in synchronous or asynchronous activities for two (2) consecutive school days or seven (7) total days in one grading period, the classroom teacher will reach out to the student and/or parent via phone call and email and/or via other means of digital communication (Canvas message, Remind, Class Dojo). The teacher will attempt to determine the underlying causes of the absence, and offer guidance and resources. In conjunction with the teacher’s efforts, an engagement letter will be mailed to the parent/guardian informing them of the lack of engagement and our attempts to contact them. If efforts to re-engage a student in class activities are not successful, the classroom teacher will refer the student to Level 2 support.

**Level 2**
If school staff are unable to get a response from the parent, the absence will be considered unexcused. After three unexcused absences, a truancy letter will be mailed to the parent/guardian.

**Elementary**
In conjunction with the letter, a site administrator or designee will reach out to the student and/or parent via phone call, email or other means of digital communication (Canvas message, Remind, Class Dojo). If unsuccessful, the staff will reach out to the other contacts listed and ask them to inform the family that the school needs to reach the parent/guardian of the student. The administrator will attempt to determine the underlying causes of the absence, and offer guidance and resources. If necessary, a re-engagement plan will be developed and monitored throughout distance learning to ensure that the student is engaged and participating and has all supports and services needed. If the site administrator’s efforts to re-engage the student in class activities are not successful, the site administrator will refer the student to the Assistant Superintendent of Student Services.

**Secondary**
The student’s counselor will reach out to the student and/or parent via phone call, email or other means of digital communication (Canvas message, Remind, Class Dojo). The counselor will attempt to determine the underlying causes of the absence, and offer guidance and resources. If necessary, a re-engagement plan will be developed and monitored throughout distance learning to ensure that the student is engaged and participating and has all supports and services needed. CUSD will utilize our transportation services to deliver needed materials and communication when traditional means of communication are unsuccessful. If no improvement is made, the school site administrator will initiate a pre-SARB contract, formalizing the steps the school is taking to engage the student, outlining the parent/guardian responsibilities and informing them that the student will be referred to the School Attendance and Review Board (SARB) if the student does not engage in the learning. If efforts to re-engage the student in class activities are not successful, their counselor will refer the student to the principal or the Assistant Superintendent of Student Services.

**Level 3**
The Assistant Superintendent of Student Services or designee will reach out to the student and/or parent via phone call or email, and if not successful, will schedule a home visit. If needed, the Homeless Foster Youth Services and Parent Liaison will assist and offer resources to support the family. If necessary, a re-engagement plan will be developed and monitored throughout distance learning to ensure that the student is engaged and participating and has all supports and services needed. If the parent/guardian and student are unwilling to follow the pre-SARB contract, a referral to the CUSD Student Attendance and Review Board will be initiated. The SARB team is composed of school staff, district support providers, other outside agencies, and a representative from the District Attorney’s Office that will look for other ways to assist the family and engage the student in school.
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.]

Claremont Unified School District in accordance with the California Department of Education and the United States Department of Agriculture will serve all students who are eligible for free or reduced-price meals a nutritionally adequate meal for lunch and breakfast throughout the 2020-2021 school year for both in-person instruction and distance learning settings. All information regarding meal service has been posted on the website and phone calls and emails were sent to all families via Blackboard Connect.

In-person Setting:
CUSD will serve all students (based on eligibility) a nutritionally adequate meal for breakfast and lunch through the NSLP and SBP programs. The times of service will be designated by the individual site’s bell schedule. Each site may utilize the classroom, outdoor seating, or multi-purpose room for meal service. Meals will either be delivered to students or students will line up six feet apart to receive individually wrapped meals. Students in all meal seating variations will be socially distanced per COVID-19 regulations. Markings on the ground and seats will guide student social distancing.

Distance Learning:
CUSD will serve all students, based on eligibility, a nutritionally adequate meal for breakfast and lunch through the NSLP and SBP programs. Parents, students, and/or guardians can visit any site at a designated outdoor distribution location and show student ID information to receive lunch for that day and breakfast for the next day. Each site schedule will be driven by the completion of daily synchronous instruction. Site times may vary and will be documented in each school schedule.

Waivers:
- COVID-19: Child Nutrition Response #33, Nationwide Waiver to Allow Non-Congregate Feeding- Extension #2
- COVID-19: Child Nutrition Response #34, Nationwide Waiver to Allow Meal Service Time Flexibility- Extension #2
- COVID-19: Child Nutrition Response #35, Nationwide Waiver to Allow Parents and Guardians to Pick-up Meals for Children- Extension #2
- COVID-19: Child Nutrition Response #36, Nationwide Waiver to Allow Meal Pattern Flexibility- Extension #4
- COVID-19: Child Nutrition Response #37, Nationwide Waiver to Allow Offer Versus Serve Flexibility for Senior High Schools

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Provide parents with resources and information on mental health.</td>
<td>$0</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Provide professional development and pilot a Trainer of Teachers program on Trauma Informed Schools and Practices.</td>
<td>$50,000</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Provide staff training on social emotional learning and strategies to support unduplicated students K-12 by helping teachers create a classroom environment characterized by optimism, compassion and engagement,</td>
<td>$5,000</td>
<td>Y</td>
</tr>
<tr>
<td>Activity</td>
<td>Budget</td>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
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<td></td>
</tr>
<tr>
<td>promoting resilience and fostering expressions of gratitude, empathy, and connection to others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase supplemental materials to support social emotional learning at all levels with a focus on unduplicated students.</td>
<td>$5,000</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Provide increased behavior coaching, psychotherapy, and support to unduplicated students.</td>
<td>$136,208</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Increase mental health and counseling services to Low-Income Students and Foster Youth by maintaining a clinical therapist.</td>
<td>$168,189</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Provide increased psychological support to ensure support services are available to Low-Income Students and Foster Youth and families.</td>
<td>$34,963</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Consult with local colleges to provide counseling services at each elementary school site.</td>
<td>$20,000</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Pupil and Family Engagement and Outreach</td>
<td>Provide staff training and support on identifying and overcoming barriers to pupil engagement and creating a positive school climate for unduplicated students.</td>
<td>$5,000</td>
<td>Y</td>
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<tr>
<td>---</td>
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<tr>
<td></td>
<td>The District will coordinate parent education training seminars in multiple languages.</td>
<td>$5,000</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Translations will be provided for all schools that meet the 15% threshold; however, additional resources for translations for other languages will be offered to families and staff beyond the required services.</td>
<td>$12,000</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>The District Homeless Foster Youth Services and Parent Liaison will continue to support English learner parents, Low-income families, and Foster Youth.</td>
<td>$71,585</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Provide increased support and services for unduplicated students moving between CHS and SAHS.</td>
<td>$80,488</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Provide a health coordinator to ensure increased support services are available to Low-Income Students and Foster Youth and families.</td>
<td>$56,104</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Provide needed supplies and necessities to Foster Youth and Homeless Students.</td>
<td>$5,000</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Provide an additional counselor to coordinate 504s and monitor the academic progress and social emotional needs of ELs, SED and Foster Youth students at the secondary level.</td>
<td>$115,282</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Implement the Link Crew Program at Claremont High School and the club “Where Everyone Belongs” at El Roble.</td>
<td>$25,000</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>The district will hire a consultant to help examine how CUSD policies, procedures, and practices impact historically marginalized students and stakeholders, and is recommending the establishment of a District Advisory Committee (DAC) on Racial Equity to do this work.</td>
<td>$44,000</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>The district will provide on-going targeted information to enhance parents as parents in the educational process. Website postings, parent information meetings, Remind, Peachjar and targeted Blackboard Connect messages will inform parents of educational opportunities and information.</td>
<td>$20,000</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Continue to implement Positive Behavioral Intervention and Supports (PBIS) to develop an organized evidence-based positive behavioral interventions continuum that enhances social behavior and academic outcomes for unduplicated students.</td>
<td>$10,000</td>
<td>Y</td>
</tr>
</tbody>
</table>
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.19%</td>
<td>$3,814,208</td>
</tr>
</tbody>
</table>

**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.]

Funds expended at the District-wide or school-wide levels are principally directed to and are the most effective in meeting goals for unduplicated pupils. Based upon stakeholder feedback throughout COVID-19, our EL students need targeted English Language Development; increased targeted, small group direct instruction, as well as exposure to the English language through structured play and communication. Many of our EL parents require parent support in languages other than English. Our Low-Income students and Foster Youth have unique needs such as trauma that often times, teachers are not aware of. Therefore, students need daily communication and social emotional support. Additionally, these students need access and equity as they do not typically have the same support as other students. Therefore, they need targeted instruction, and in many cases, with additional supplemental programs both during and outside of school. Our Foster Youth need access to technology, increased technology support, and motivation to be engaged. We have found that the caregivers need a lot of support from the District to keep these students connected through distance learning as well as supplies such as backpacks, crayons, paper, pencils, etc. In order to provide increased and improved services for these students, teachers need quality professional development, coaching, and technology. The use of funds district-wide or school-wide is also in response to community/stakeholder engagement feedback, and the needs, conditions or circumstances of these students as a result of COVID-19 were primarily considered. CUSD believes these actions and services best support our unduplicated students because they are integrated throughout the district in many classes and at all school sites. Isolating the unduplicated students to provide these services is not in the best interest of these students, nor does it maximize the use of our resources.

CUSD staff reviewed the needs of our unduplicated students as well as various research, CDE resources, California policies, and the California curriculum frameworks, when making decisions on the best use of LCFF funds to meet our goals. Below are the topics of each action described in the Learning Continuity and Attendance Plan that are listed as school-wide or LEA-wide, and the research that supports the effectiveness of these actions, specifically for our unduplicated students. While the actions are principally directed to one or more of the unduplicated pupil groups, and our unduplicated students have priority for these increased and improved services, we realize other students may also access the services.

**In-Person Instructional Offerings:**

**Maintain Class-size reduction at the Continuation High School, TOSAs and Professional Development, and Enhanced Instructional Technology**

- While there is tremendous debate on the effectiveness of class-size reduction, there is consensus that “once the class size fell below about 15, learning increased progressively as class size became smaller” - (Glass and Smith, *Meta-Analysis of Research on Class-size and Achievement*, 1979).
- The average class-size at our continuation high school is <15 students.
- The California ELA/ELD Framework states that English learners may need “additional support mastering certain linguistic and cognitive skills in order to fully
An important component of RtI and intervention programs is assessment data. Data such as universal screening tools, progress monitoring tools, district benchmark assessments, and other formative assessments play an important role in identifying student needs. In order to support the development of assessments and creation of reports of multiple measures school districts need staff knowledgeable on information systems and student data. Claremont USD needs an information services specialist and an assistant to provide effective and timely support in the organization of student assessment data.

“Social and Emotional Learning is essential for students and plays a critical role in promoting student success. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors.” Durlak et al., 2011

Approximately 20% of all children have a chronic illness, and about one-third of that number experience consequences severe enough to interfere with school engagement in intellectually challenging academic tasks” (Chapter 9, pg. 14). The framework also notes that in regards to students with disabilities “instruction must incorporate supports and accommodations” (Chapter 9, p. 33).

According to Hattie’s synthesis of 800 meta-analyses, effective schools “monitor each student in a timely manner and provide systematic interventions”. (Hattie, Visible Learning For Teachers – Maximizing Impact on Learning, p. 68).

Our reduced class-size allows us to provide additional support to the continuation high school students who are at-risk of not graduating high school.

TOSAs will provide direct intervention, professional development, collaborative coaching, and instructional support to meet the needs of our ELs, SED, and Foster Youth students.

The California ELA/ELD Framework states, “Professional learning is the vehicle for all school staff—teachers, administrators, specialists, counselors, teacher librarians, and others—to learn to effectively implement the curricular and instructional practices proposed in this framework” (Killion and Hirsh 2013; Darling-Hammond, and others 2009) (Chapter 11, p. 4).

Hattie’s synthesis of 800 meta-analyses found that professional development has an effect size of 0.62 which is in the zone of desired effects. (Hattie, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, p. 119-121).

Wei, Darling-Hammond, and Adamson found, “Rigorous scientific studies have shown that when high-quality professional development approaches are sustained by providing teachers with 50 or more hours of support per year, student test scores rise by an average of 21 percentage points” (Wei, Ruth C., Linda Darling-Hammond, and Frank Adamson. 2010. Professional Development in the United States: Trends and Challenges, Phase II of a Three Phase Study, Technical Report. Dallas, TX: National Staff Development Council and Stanford Center for Opportunity Policy Education in Education. P. 1)

Enhanced instructional technology needs to be provided for unduplicated students in order to have enhanced experiences

Using Technology to Support At-Risk Students’ Learning (2014) concluded that technology can produce significant gains in student achievement and engagement, particularly among at-risk students.

Distance Learning Program: Professional Development, Director of Intervention and EL Programs, Information Services Specialist and Clerk, Counselors, AVID, Early College, VAPA Instruction, Seal of Biliteracy, EL Monitoring

- Teachers and paraeducators will receive professional development on the California Standards and how to meet the diverse needs of English learners, struggling Low-Income Students, and Foster Youth. Teachers on Special Assignment (TOSAs) will provide training, modeling, and coaching of effective instructional strategies to teachers and para-educators.

- The California ELA/ELD Framework states, “Professional learning is the vehicle for all school staff—teachers, administrators, specialists, counselors, teacher librarians, and others—to learn to effectively implement the curricular and instructional practices proposed in this framework” (Killion and Hirsh 2013; Darling-Hammond, and others 2009)” (Chapter 11, p. 4).

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- Student access to intervention and academic/behavioral support services (RtI/MTSS): Additional support systems, programs and staff will be hired to meet the needs of students who are struggling and performing below grade level to ensure they graduate and become college and career ready. Additional staff includes a Response to Intervention (RtI)/English Learner Program director, leadership assistants to coordinate, and support programs, practices such as PBIS, and services at our four Title I schools.

- An important component of RtI and intervention programs is assessment data. Data such as universal screening tools, progress monitoring tools, district benchmark assessments, and other formative assessments play an important role in identifying student needs. In order to support the development of assessments and creation of reports of multiple measures school districts need staff knowledgeable on information systems and student data. Claremont USD needs an information services specialist and an assistant to provide effective and timely support in the organization of student assessment data.

- “Social and Emotional Learning is essential for students and plays a critical role in promoting student success. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors.” Durlak et al., 2011

- Approximately 20% of all children have a chronic illness, and about one-third of that number experience consequences severe enough to interfere with school
functioning and performance. Research suggests that professional school counselors and health support services play an important role in effectively addressing student needs and facilitating support.

- Nearly forty percent of youth who needed mental health care during 2011-12 didn’t receive the necessary treatment, according to the Children’s Defense Fund’s 2014 State of America’s Children report. For families living in poverty, that 331 number reached 45 percent, and for black and Latino children, it was 55 and 46 percent, respectively. We want to address that need and would like to provide mental health and counseling services to our Low-Income students in need of this support.

- We plan to maintain and increase the AVID and student access to college and career programs, access to specialized program resources and services will support the diverse needs of English learners, Low-Income students, and Foster Youth. Furthermore, various other programs will be offered to these targeted student subgroups such as summer camps and before/after school interventions to promote increases in student achievement.

- Conley in his report *College and Career Ready* states that in order for our students to be college and career ready, schools must provide them with “the level of preparation a student needs in order to enroll and succeed—without remediation—in a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or in a high quality certificate program that enables students to enter a career pathway with potential future 332 advancement” (Conley, D. T. (2010). *College and Career Ready: Helping all Students Succeed Beyond High School*). Some of the options put forth by Conley to do this include: AP and IB courses, college-ready seminars, college-ready assignments, Early College programs, goal setting, and other specific programs that address college and career readiness.

- Hattie synthesis of 800 meta-analyses found that career education programs have a positive impact on student outcomes (Baker & Popwicz) and that “career counseling has generally positive effects, with class interventions the most effective but requiring the greatest number of hours (Oliver and Spokane, 1988). (Hattie, *Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, p. 151-152).

- “Visual and performing arts are an integral part of a comprehensive curriculum and essential for learning in the 21st century. All California students from every culture, geographic region and socioeconomic level deserve quality arts learning in dance, music, theatre, visual arts and media arts as part of the core curriculum” (CCSESA, 2014). To ensure our low-income students are not left behind and receive a comprehensive educational program, we will provide materials and a stipend to a lead teacher at each elementary school to support the integration of visual and performing arts in our instructional programs and curriculum.

- Additional staff and resources to meet needs of unduplicated student subgroups to enhance their learning. Through the support of staff and programs, English learners, Low-Income and Foster Youth students will have opportunities to prepare for college and career as well as meet the demands of the California Standards.


- Increased support for English learners and Immigrant students

- AVID Excel is being offered to English learners, specifically long-term English learners (LTELs); however, the class is also being offered to reclassified students that need additional support in language. Most LTELs indicate that they want to go to college, but experience gaps in their academic preparation that prevent them from entering a college preparatory course of study. AVID Excel is a structured way for teachers and schools to address these students’ needs through professional learning, family connections, support of biliteracy, and explicit instruction in English language development and academic language.

### Pupil Learning Loss: RTI/MTSS, Interventions, Professional Development

- **MTSS/RTI:** Intervention programs: Various academic intervention programs as well as PBIS will be available before, during and outside of the instructional day to support English learners, Low-Income and Foster Youth students in mastering the California Standards. This will close the achievement gap between the targeted subgroup of students and other subgroup of students.

- **Response to Instruction and Intervention (RtI2) and Multi-Tiered System of Supports (MTSS):** is utilized in CUSD classrooms. According to the California ELA/ELD Framework, RtI2 Tier 2’s strategic/targeted instruction “may include instruction and materials specifically designed for intervention,” (Chapter 9, pg. 48).

- **According to John Hattie’s book, *Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Response to Intervention has an effect size of 1.07 and early intervention has an effect size of 0.47 which are both in the zone of desired effects. “There is also preliminary evidence suggesting that PBIS is associated with sustained changes in schools’ internal discipline practices and systems (Bradshaw, Mitchell, & Leaf, in press; Nersesian, Todd, Lehmann, & Watson, 2000; Taylor-Greene & Kartub, 2000) and improved academic performance (Horner et al., in press)” according to Catherine P. Bradshaw, Christine W.
Koth, Katherine B. Bevans, Nicholas Ialongo, and Philip J. Leaf, Johns Hopkins Center for the Prevention of Youth Violence 2008 article.

- The California ELA/ELD Framework states that English learners may need “additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks” (Chapter 9, pg. 14). The Framework also notes that in regards to students with disabilities “instruction must incorporate supports and accommodations” (Chapter 9, p. 33).

- In the report “Effects of Intensive Reading Intervention for Eighth-Grade Students with Persistently Inadequate Response to Intervention” (Vaughn, Sharon, Jade Wexler, Audrey Leroux, Greg Roberts, Carolyn Denton, Amy Barth, and Jack Fletcher. 2012a) found that “there is accumulating evidence that remediation reading problems in students after fourth grade will require a long-term commitment; it may be necessary to provide reading interventions throughout secondary school while also increasing instructional practices such as vocabulary and comprehension enhancements within content-area instruction” (p. 523).

- CA ELD Standards Critical Principle: Part I - Productive 10 states “Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.”

- Professional Development - see previous supporting details regarding PD.

**Mental Health and Social and Emotional Well-Being: Resources, Professional Development, SEL Materials, Increased Counseling Services, Behavior Coaching and Psychotherapy**

- Social and Emotional Learning is essential for students and plays a critical role in promoting student success. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors,” Durlak et al., 2011

- According to the National Education Association’s research brief Importance of School Climate, “A positive school climate is recognized as an important target for school reform and improving behavioral, academic, and mental health outcomes for 330 students (Thapa et al., 2012)” (p. 1). It is essential that we have survey tools to assess the needs of students, staff and the community and professional development that helps educators identify and overcome barriers to pupil engagement and positive school climate.

- Kelly Vaillancourt Strobach, Director of Government and Professional Relations from the National Association of School Psychologists said “I’m hopeful that some of this decreased focus on the importance of standardized tests may alleviate some of these challenges [behavior challenges] because principals might feel that they’re actually able to dedicate some more time during their school day to student wellness [mental health and psychotherapy support].” While Medicaid and the Children’s Health Insurance Program pay for counselors and therapists for children that need more rigorous treatment off-campus, schools must teach students self-awareness and emotional self-regulation, and identify when a student needs a referral to receive one-on-one treatment. It is our hope that a Board Certified Behavior Analyst will help us identify and address student behavioral and emotional needs.

**Pupil and Family Engagement and Outreach: Positive School Climate, Translations including translating Parent Workshops, Homeless Foster Youth Services and Parent Liaison, Transition Support Services, Health Coordinator, Supplies, Increased Counseling Services to Monitor Unduplicated Students, PBIS**

- Hattie’s synthesis of 800 meta-analyses found that strong teacher-student relationships have positive impacts on student learning. (Hattie, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, p. 118-121)

- “Approximately 20% of all children have a chronic illness, and about one-third of that number experience consequences severe enough to interfere with school functioning and performance”. Research suggests that professional school counselors and health support services play an important role in effectively addressing student needs and facilitating support.

- According to the National Center for Children in Poverty, chronic absentees in kindergarten have the lowest academic performance in first grade. Poor children who were chronic absentees in kindergarten had the lowest performance in reading and math in fifth grade. There has been an increase of 25% of students returning to class when healthcare is offered on-site.

- A transition specialist will be maintained to support unduplicated pupil needs as they transition to secondary schools. This decision is supported by the information in the following Institute for Social Research document. Bachman, J., O’Malley, P., & Johnston, J. (1978). Youth In Transition: Adolescence To Adulthood—Change and Stability In The Lives Of Young Men—Vol. VI. Ann Arbor, MI: Institute for Social Research, University of Michigan.

- The California ELA/ELD Framework states, “Schools can support families and students by not only welcoming new families to the school but also by providing guidance to parents to navigate through the school system from entry through graduation and by engaging parents as valuable partners in their child’s education, regardless of their economic, cultural, linguistic, or educational backgrounds” (Chapter 11, p. 38).

- Hattie synthesis of 800 meta-analyses found that parent involvement has an effect size of 0.51 which is in the zone of desired effects. (Hattie, Visible Learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement, p. 68-70)
California Department of Education, July 2020

Claremont Unified School District (CUSD) is utilizing LCFF Supplemental funds to increase the quantity and improve the quality of services that meet the needs of English learners, Low-Income students and Foster Youth. As mentioned in the prior section, based on stakeholder feedback throughout COVID-19 and as compared to our general population of students and stakeholders, our EL students need increased targeted, small group direct instruction as well as exposure to the English language through structured play and communication. Our EL parents need a lot of parent support in languages other than English. Our Low-Income students and Foster Youth have unique needs that teachers are not often aware of; therefore, students need daily communication and social emotional support. Additionally, these students need additional targeted instruction, and in many cases, with additional supplemental materials, compared to other students in our schools. Our Foster Youth need increased access to technology, increased technology support, and motivation to be engaged. We have found that the caregivers need a lot of support from the district to keep these students connected through distance learning as well as supplies such as backpacks, crayons, paper, pencils, etc. To provide increased and improved services for these students, teachers need quality professional development, coaching, and technology. The use of funds district-wide or school-wide is also in response to community/stakeholder engagement feedback, and the needs, conditions or circumstances of these students, in comparison with the general population, as a result of COVID-19 were primarily considered.

Explanation for use of Supplemental Funds limited to Unduplicated Students:

**Distance Learning Program: English Learner Facilitators, Supplemental ELD and Newcomer Materials, EIMP Program Supplies and Instruments**

- Each school site has an English Learner Facilitator that coordinates all needed services for ELs, this includes coaching other teachers. The EL Facilitator ensures that English learners receive more instruction with teachers and higher quality of small group targeted instruction, compared to the districtwide population of students.
- To ensure the quality of both integrated and ELD instruction, supplemental materials are needed to support the core program. Recently, CUSD has seen an increase in their newcomer population, although we do not qualify for Title III Immigrant funding to date. We have identified a need for adequate materials to
ensure appropriate services to these students. The additional materials ensure that EL students and immigrant students receive additional instruction compared to other students.

- Many low-income students participating in during and after school VAPA and instrumental music programs, classes/workshops cannot necessarily afford the materials costs, instrument rental or donations. We need to ensure that cost is not a barrier for these students to participate. CUSD is targeting unduplicated students to participate in these programs as the research shows that study of the arts not only contributes to helping students achieve student success in school, but also work and life (Critical Evidence: How the Arts Benefit Student Achievement, The National Assembly of State Arts Agencies). Students who take music classes are more likely to score higher on standardized mathematics tests such as the SAT (Critical Evidence: How the Arts Benefit Student Achievement, The National Assembly of State Arts Agencies). By providing high quality instruments and materials at no cost for our Low-Income students, we are improving the quality of instruction for these students, as compared to the districtwide population of students.

**Pupil Learning Loss: Extended Year Program**

- A summer program is offered to only unduplicated students. The program focuses on language skills specifically, reading, writing, and oral communication. Research shows that summer programs can help children improve their academic growth and other outcomes, especially from low-income families that might not have the educational resources throughout the summer months (Making Summer Count: How Summer Programs Can Boost Children's Learning, Rand Corporation, 2011). This action increases the quantity of instruction received for English learners, Foster Youth, and Low-Income students, compared to the districtwide population of students as this program is only available to unduplicated students.