

# Learning Continuity and Attendance Plan (2020-21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clovis Online Charter School	Ben Clement, Principal	559-327-4400

## General Information

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

This Learning Continuity and Attendance Plan (Learning Continuity Plan or LCP) represents Clovis Online Charter School (COS), a dependent charter school of the Clovis Unified School District (CUSD). Clovis Online Charter School is an independent study online school that has a physical campus where staff works. While instruction and learning take place online, the physical campus has served as a place for students to come for intakes into the school, meet their teacher, participate in co-curriculars, and participate in voluntary interventions. In addition to workspaces for teachers and staff, this campus also contains meeting rooms, and an intervention lab. While our campus does have an intervention lab, and will often hold in person science labs or co-curricular activities these are not required of students.

This plan is designed to address the needs of Clovis Online School due to the COVID19 pandemic and the unique needs that have risen since its start. This plan is also designed to help with learning loss that has resulted due to the closure of many schools as a result of this pandemic. This plan also has a primary focus of helping unduplicated students (such as EL, SED, SPED, foster youth and/or homeless students) who are most at risk of experiencing significant disruptions to their learning even prior to COVID but the learning losses due to COVID school closures have been especially tough on these students.

In March 2020 at the start of COVID, the school board of CUSD stopped all on campus activities. Labs, co-curriculars and other activities stopped being offered on campus and were moved to solely virtual formats over the course of one weekend. Since almost everything that we did already took place virtually on a regular basis, COS was prepared for the switch. However, because student intervention labs,

science labs, student groups (such as leadership), and student appointments were also offered on site (as well as virtually) we had to migrate all students to a distance platform such as Zoom or Google Meet. Teachers used Zoom and Google Meet to meet with students one on one, in small groups. Teachers continued to hold digital office hours (and increased those digital hours) so that they could meet with any students that were struggling. They continued creating effective distance learning classrooms, and never missed a beat which reduced any possible learning loss as COS students never missed a day of instruction throughout the entire spring.

COVID-19 has had an impact on our locality, due to closures of businesses, loss of jobs, and loss of familiarity. Along with those losses came a lot of stress on the family and on the students. Being mindful of issues, COS worked closely with CUSD district personnel to provide therapeutic support to our students. Our school counselors, transition team members, administrators, and teachers have received training in supporting the social emotional learning of the students and dealing with trauma in young lives. COS (and CUSD) staff reached out to families during the crisis to ensure that students had the things they needed to succeed in schooling and supported them where possible with consideration for needs that extended beyond the classroom and school. COS used forms of communication, including text blasts, phone calls, emails, our website, and phone apps to keep parents and students connected during these unprecedented times. COS students could also participate in the CUSD meals program which were provided to students at select locations throughout the district. Although we've had to start the new year using distance methods, it is our hope that we can return to traditional methods of instruction for the students who want to return. To prepare for the return this fall, COS had to adopted many of the same practices from the Spring semester. We have stopped all in-person activities and continue to hold everything virtually. We have structured our school practices to support social distancing. Personal Protective Equipment (PPE) has been purchased for all the staff and campus visitors to ensure the protection of staff and students when on campus.

When schools are allowed to reopen campuses, COS will reopen on campus appointments, labs, and student groups as well but will continue to require PPE and social distancing. However, just as before COVID-19, students will not be required to be on campus and may continue to participate 100% virtually.

Clovis Online School received Learning Loss Mitigation (LLM) funds in the amount of \$39,934.00. These funds can be used to address learning loss or accelerating progress to close learning gaps, extending the instructional school year or adding

instructional minutes, providing additional academic services for pupils, or providing integrated pupil supports to address other barriers to learning. The bulk of the expenditures at Clovis Online School was providing additional academic services to pupils such as increasing the time the COS intervention teacher is available each week as well as providing live tutoring services 7 days per week.

COS is also committed to supporting the social and emotional well-being of all our students. To support this aim, faculty and staff participated in Character Strong training during the week prior to the opening of school. This program supports students with increased services in social emotional supports, connectivity, mentoring, and ongoing monitoring of success through a multi-tiered system of support. This is in addition to our strong transition team support as well as our school counselor and school psychologist support services already available to any student in need.

## Stakeholder Engagement

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

Clovis Online Charter School has built this plan in conjunction with the Clovis Unified School District. As such this Learning Continuity Plan is a living document that will expand and be modified as we learn more about best practices, gather feedback from stakeholders, and as we build systems to support the accelerated growth opportunities for our students. As we start the year out in a 100% distance learning format and transition to our traditional services when allowed to do so (which includes some on site activities), we will seek out the input of a variety of internal and external groups to support our goal of doing what's right for students and maximizing achievement for ALL students.

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

In addition to the CUSD outreach, COS teachers have reached out through phone calls to every individual student or parent to communicate the current plans for the school year to each and every family. Clovis Online administration also reached out

to the all volunteer parent SART team (School Assessment and Review Team) to have them read and review drafts of this plan. While the school year plans remain largely unchanged families appreciated the personal contact.

When we transitioned to a closed campus setting in March 2020, we began to collect feedback from all parties. We did this by partnering with our charter authorizer, Clovis Unified. Traditional meetings transitioned to online formats to maintain continuity of sharing information to stakeholders and to gather feedback from them. Teachers and students were at the forefront of this process. The teachers had regular daily contact with their students and gathered feedback from them on what was working and what needed to be improved in distance learning. The student feedback was taken by the teacher to staff meeting with the principals and counselors. This information was relayed to district administrators in weekly (or often more frequent) scheduled meetings. The feedback from students and teachers has been our most useful feedback and has provided a wealth of information for COS and CUSD to develop the most equitable and quality programs for our students. COS Teachers have also had a minimum of daily contact with students and monthly contact with their parents/guardians during school sessions since March 2020. These contacts also provided the COS team with feedback as we ended one school year and prepared for the next.

Teachers and staff at COS participated in weekly staff meetings at their sites. Staff shared best practices and techniques for handling off campus meetings, student activities, and interventions, but also shared feedback on the benefits of these practices on student learning. Because CUSD values site-based autonomy, the feedback gathered at our COS meetings was used to structure our school system that is optimal for their specific learning for our specific community.

COS participated in many of the meetings offered by the district. CUSD maintained the normal meeting schedule for different events that allowed for gathering feedback, although in an online environment. The district held District English Learner Advisory Committee (DELAC), District Advisory Council (DAC) and district migrant meetings. Translation services were offered to parents so that they could be actively involved and available to share their feedback. The Learning Continuity and Attendance Plan was shared to the DELAC and DAC committees in the first week of September 2020. Feedback was gathered from these meetings and a response to questions/comments was provided by the Superintendent. Regularly scheduled board meetings were held by the CUSD Governing Board. These meetings are made available to parents in person with social-distanced guidelines or via an online

presentation. Parents are encouraged to participate in the discussions dealing with learning continuity or can make general statements to the Governing Board. Using technology is not required as parents can attend the Governing Board meetings in person or may telephone in their feedback. Parents can provide written comments via email, forms on the district website, or by mailing them or dropping them off at the district office or any school site. There has been a growing interest in Governing Board meetings and more parents have tuned in and participated with feedback than we traditionally see in our meetings. A public hearing was held on September 9<sup>th</sup> to gather feedback on the Learning Continuity and Attendance Plan.

COS and CUSD meaningfully engaged all stakeholders in offering feedback throughout the Spring and Summer of 2020. Parents participated in two different surveys concerning distance learning formats, the reopening of comprehensive CUSD schools, areas of need, and services provided our students. Parents responded to given questions but were asked to provide insight in the form of comments to inform the district and COS of their views. These surveys were also provided for in Spanish or Hmong. One CUSD survey produced over 700 pages of written comments. The results of the surveys and the comments were reviewed by the CUSD reopening schools committees in the district, and COS had both admin and teacher representation on the committees. Eighty-eight staff members from across district roles participated in the review of the data and comments. Teachers were also surveyed during the summer and provided knowledge of their expertise into distance learning and reopening of schools. Their feedback was used in the reopening schools committees and to develop this plan.

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

COS site administrators and all CUSD site administrators gathered (virtually) in early August 2020 to discuss the plan. They provided feedback based on input from their individual stakeholders and assisted in the development of the plan. Many of their comments centered on distance learning modalities, in-person instruction, learning loss associated with distance learning, and educating and supporting our unduplicated student population and students with exceptional needs. While COS did not experience as much change as the comprehensive CUSD schools because of our virtual school model, it was important to be apart of these meetings to understand

best practices and challenges as well as develop our own unique plans. In addition, we were able to assist the district in planning for distance learning models since this was the norm for COS.

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

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

The Clovis Unified School Governing Board acts as the school board for Clovis Online School. Knowing that not all parents have regular access to the internet, alternate options were provided to parents to participate in the hearing held on September 9, 2020. The Learning Continuity and Attendance Plan was adopted by the CUSD Governing Board at their meeting on September 23, 2020. Parents had the option to attend the hearing in person or could make a phone call to make comments to the CUSD Governing Board. Parents and stakeholders were given the option to email, postal mail, or call in comments during the posting of the plan on the district's website prior to the hearing. Parents were notified of their right to provide input via a posting on the district website and hearing publications made at various locations in the district. Parents were also notified of their access to the Governing Board at District Advisory Council and District English Learner Advisory Committee meetings. Parents are informed about Governing Board meetings through school site communication via the district app, email, newsletters, and text messages. The Learning Continuity Plan is made available to all parents without internet access by receiving paper copies of the plan either at the district office or at individual school sites.

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

**Please note: This is districtwide data from all of CUSD, which includes data from COS but is not specific to Clovis Online Charter School. The CUSD district data is important to review as it establishes expectations from our community as well as identify trends within our educational arena in regards to COS mode of delivery. Specific COS Data is below:** It is interesting to note the

feedback of the students who were surveyed. Students reported that 34% felt that distance learning was effective or very effective in the Spring and 43% of the students gave it a neutral rating. 38% felt that they learned enough or learned a lot during the Spring in the model that was presented and 53% felt they learned some. Some of the things that they felt were effective included the Zoom meetings that the teachers conducted and recorded, the use of Google Classroom for organization and assignment completion, and the high degree of contact the teachers had with the students. Some things they felt needed more work included learning digitally and not being present on campus for one-to-one interactions with teachers and peers. They were most hopeful that distance learning in the Fall included more live lessons taught by the teacher using Zoom, the use of breakout rooms during instruction so that students can collaborate with their peers, prerecorded videos for students to access on their own, and consistent contact with the teacher outside of classroom instruction. Initial reactions of students when instruction began this year is that teachers seem more prepared for distance learning and provide students quality lessons, helping their understanding.

CUSD Teachers surveyed overwhelmingly preferred having their students in as traditional of a format as possible during the Fall 2020. The results were 55% wanting traditional, 35% requesting some form of hybrid model, and 10% requesting online modalities. The comments from teachers in both surveys and meetings, included a concern for safety, PPE, and proper hygiene procedures for a return to school. Many were interested in maintaining a block schedule either when they return or during distance learning modality. The numbers of students in the classroom was a concern in order to maintain a safe distance. Teachers learned a lot about students' home lives and understand that there needs to be much support for students to be successful in distance learning or hybrid models. Staff members expressed a desire to receive more training and support for distance learning strategies, technology-enhanced instruction, and support for social emotional learning. Technology issues created a barrier for some staff members and having training and specific support for these issues would be beneficial. The support provided by Curriculum & Instruction was timely and relevant for their needs, including unique ways to use our district-adopted materials in distance learning formats.

**COS specific data:** 95% of COS staff felt that the closing campuses in March was the correct decision for safety and 100% felt that since we were already operating virtually we could shift all services over to a virtual format and not cause issues with learning.

92% of COS (survey conducted in early August) staff wished to return to campus in the fall but expressed concerns over how to socially distance properly in their work environment, wanted to know about PPE being provided, wanted to know if campus would remain closed to students, and also wanted to know how interventions would be handled virtually if campus remained closed to students. Comments that were very similar to the CUSD survey results.

Districtwide survey data: *(COS specific data in next paragraph)* CUSD worked extensively with parents throughout the Spring and Summer of 2020. In the Return to School survey, 27,152 surveys were completed by parents (including many by COS parents). In that survey conducted in June 2020, 70% of the parents wanted a return to campus, with 30% requesting an online modality. When given a choice between a hybrid model and a fully online model, 77% of the parents chose the hybrid model. There was overwhelming support to return to traditional or near traditional modalities for instruction.

When the CUSD data was broken down into **COS specific data it showed** that 93% of parents wished to continue with the same virtual instruction their child had already been working on and wanted campus to remain closed for students. 7% wanted to keep the same instructional model but wanted the campus reopened for labs, interventions etc.

Communication is important and schools need to clearly communicate to students and parents their expectations, assignment information, and any announcements that impact the family. Families appreciate the meal service and access to nutrition that the Food Services Department provided to both CUSD and COS students this Spring and Summer.

COS Staff have been invited to participate and give feedback on the new fall semester during a meeting held in Early June, and during an optional meeting in July, and again at a meeting held in early August.

The administration and faculty of COS have worked to solicit and provide feedback from all parents. During this communication we provided translators, if needed. We were able to communicate with over 95% of our parents about our plans to provide the same high-quality virtual instruction that we always have without disruption. These contacts also provided a way for parents to provide feedback on the plan so that we could adjust. This feedback showed that a large majority of parents had chosen COS because they did want their child on a large campus and preferred them at home. One thing that came from this feedback was a new system of collecting the

Independent Study Master Agreements in a dropbox (instead of in person) so as to keep social distancing at a maximum when possible.

Clovis Online utilizes CUSD for a range of services such as custodial, maintenance, grounds, district office services and fiscal management. These personnel, local bargaining units, and Faculty Senate were involved in the process of the development of the plan (both CUSD and COS). These personnel participated in the reopening of schools committees and were integral in developing plans for both in-person and distance learning modalities. Consideration was made for safety of students and staff and groups emphasized safety as a requirement for all. Input was gathered about the purchase of Personal Protective Equipment (PPE), about plans for connecting with students during a pandemic, and the role of support staff in the implementation of the plan. Other school personnel gave input on their roles and ways that they could best support staff and students with attendance, engagement, and instruction in whatever modality schools function under.

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

With input from all stakeholders and on advisement from the County Department of Public Health, CUSD has made it a priority to open campuses (including COS) with the same type of offerings to students and families that wish to return. The decision to reopen campuses, based on the feedback of relevant stakeholders, was made by the CUSD Governing Board at their July 2020 meeting. Two days after the board meeting, the county was placed on the COVID-19 watch list by Governor Gavin Newsom and all schools in the county were required to start the year in a distance learning format and to keep campuses closed to all non-staff members. COS continued with our virtual instruction and continued to hold all meetings, labs, and interventions (that were traditionally on site) virtually as well. We did this knowing that 70% of the parents and a majority of the staff wanted to reopen the district campuses (including COS). We will do so when it is deemed safe to do so. Parents who wish for their students to remain completely off campus will have the option to do so as well.

An example already given in a previous area of the LCP highlighted that from our personalized contacts with parents and their feedback on the plan we made adjustments to the way we operated. This feedback showed that a large majority of parents had chosen COS because they did not want their child on a large campus and preferred them at home. One thing that came from this feedback was a new system

of collecting the Independent Study Master Agreements in a dropbox (instead of in person) so as to keep social distancing at a maximum when possible.

Based on feedback about the issues with technology both with regards to student-use and teacher-use, the CUSD Technology Department, in conjunction with the Department of Curriculum & Instruction have provided training, online videos, and handy tip sheets to ameliorate technology issues that stood in the way of teaching and learning. Technology support has been expanded to immediately relieve teachers and students of the burden of technology issues.

To meet the issue of parents being burdened by being required to support their children in asynchronous environments, the district has switched to a more synchronous system where teachers will have direct and live contact with their students every day of the week. The district purchased Zoom licenses and teachers and support personnel will utilize Zoom (or google meet) for their daily contact and for any needed direct instruction, labs, student appointments, or interventions. Students that use the required, district-adopted textbooks for Advanced Placement courses, will come to campus for distribution using social distancing guidelines during the first week of school.

COS will use a variety of methods to increase communication with students and parents including using app notifications, text messages, and email contacts to reach out to the community. COS intends to provide the same amount (or even expanded) extra-curricular activities to students using a virtual platform or Zoom. The hope is to continue to offer connectedness to the school campus while the campus remains closed to students.

Even though Clovis Online has always provided distance learning we have utilized the district for extra professional development. CUSD has provided our staff with professional development opportunities for the teachers during the summer and during the one-week period of in-service before instruction begins. Professional development is being hosted by both the site and through the district. Online classes dealing directly with effective distance learning strategies are being offered. Teachers also receive training in social emotional learning strategies and helping students cope with trauma during a pandemic. The district offered support separately for new teachers to the district, offering them a welcome to the district but also offering them courses to be successful in distance learning modalities. This training was offered the week before regular in-service, so new teachers could participate with their peers upon the return of the regular work schedule.

Even when we are allowed to reopen campus, we recognize that not all students will want to return campus for labs, appointments interventions and other activities. This reduced number of students on campus will allow for more social distancing both in the classrooms and labs as well as the common areas of the campus. Adequate PPE was purchased by the district and will be distributed to staff, classrooms, and any on campus students allowing for safe barriers to be in place to protect teachers and students from COVID-19.

While COS did not miss any instructional days last spring, learning loss is still a concern for incoming students because students across the state experienced a disruption in the spring of 2020. Learning loss will be covered in another section of the plan. Please see that section for supports offered to students. To support learning loss, teachers will use diagnostic assessments, reteaching, and accelerated teaching during the distance learning, support of other personnel, and intervention times scheduled each day. Both quantity of instructional time and the methods used during regular instruction will support learning loss that has happened because of the pandemic.

Because much of our regular social/emotional supports were campus based the continuation of supports for mental health was a concern from many of the involved stakeholders. To respond to this concern, the district and COS have provided additional training for the social emotional well-being of the students. Support for staff will include assistance with student coping strategies, engagement, and student motivation. The comprehensive plan is described in a latter section of the plan. Please refer to that section for more details for how CUSD is supporting the overall well-being of our students.

## 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.]

**Please note that pursuant to our charter, Clovis Online Charter School does not require a student to be on campus for in-person instruction or learning. We are a non-classroom based distance based learning institution.**

Description	Total Funds	Contributing
All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trashcans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or lose their face mask. Desk plexiglass dividers will be provided each site for use when close-proximity testing or services must be offered. All teachers will be provided with sanitization training aligned with the CA Dept of Public Health guidelines and district policy.	\$6,000	N

## Distance Learning Program

### Continuity of Instruction

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

While the Clovis Online Charter School campus was shut down for in person activities in March, **our existing virtual instructional model that was already utilized by all students continued without disruption.** Our teachers continued to follow up daily with all students to keep them connected to the school and learning.

In July 2020, Fresno County was placed on the COVID-19 watch list and while our campus will remain closed to students, our strong, WASC, NCAA and A-G approved distance learning program will continue without any disruption. Clovis Online used and continues to use the Edgenuity curriculum as our primary instructional offering.

Here are some key components to this instruction:

- Starts the first day of school
- Parents understand and have chosen this type of instruction
- Families and students establish their own learning schedule
- Clovis Unified teacher available for support from 8am-3:00pm weekdays

- Students are expected to log-on at least once per day with their CUSD teacher at a prearranged time
- Teachers communicate daily with students (on school days)
- Teachers communicate at least weekly with parents
- Curriculum is high quality A-G approved and NCAA approved
- Parents have a range of options to help monitor their child's progress
- Progress monitoring options are real time and are accurate up to the minute
- Additional, tiered supports provided by COS intervention teacher
- New to COS: Live tutoring for any student in need provided for 7 days per week (hours vary each day)

### **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Prior to March 2020 over 95% of Clovis Online students had access to their own computer and a working internet connection. We worked with any student who did not have this access to provide them a device where needed. However the number of students needing technology assistance increased when campuses across the state shutdown as many families only had one device in the household that now needed to be shared by multiple students, or the loss of a job may have prevented the family from providing their own devices or internet connectivity.

In March 2020, CUSD began to assess technology and connectivity needs of its students, including COS. At that time, COS distributed many laptops to students in need. Some students opted to access their own technology at home.

In the summer of 2020, CUSD and COS parents were surveyed for their technology needs. While most of the families indicated that they had technology and Wi-Fi access available, a large portion of students needed assistance with access. The survey found that districtwide 19,047 (27 at COS) students required loaner laptops and 10,991 (14 at COS) students required hotspots. Since hotspots can be used by multiple students in a household, they were assigned only to the oldest child in the house. Information about technology needs was passed on to the school site and distribution was handled by the sites the week before school started.

While COS surveyed all students and families about their technology needs, a Clovis Online Student Relations Liaison (SRL) reached out to **all** EL, SPED, foster youth, group home and homeless students individually to check with each of them about their needs. They were prioritized to receive laptops and hotspots first so that they did not have any lapse in instruction. If a student in this population (or any student) needed assistance receiving these devices due to transportation issues, they were delivered by a staff member usually the same or next day. These students were provided an on the spot training and testing of the system to ensure that it worked prior to the staff member leaving. These students were also given the direct line to our COS tech support staff member so that if any issues came up, they had someone to call and work with to get it resolved.

Today, CUSD has 32,000 computers in the district inventory and 5,500 hotspots to meet the immediate needs of students. There are enough technology devices to support student needs now and to have backups for when devices malfunction. So that there are no delays when students have additional needs, students can take their device to the school for an immediate swap. Our Technology Department is always surveying needs, adjusting inventory, and monitoring existing hotspots for bandwidth capabilities.

For our initial efforts towards removing technology barriers. Clovis Online School focused on our EL, SED, SPED, foster youth and homeless student population. In early August we made personal contact with each student in that category (calls, letters, and even some home visits) to make sure that they had technology access. If a student in this category did not they were added to the list to receive laptops and/or hotspots during our first round of technology handouts the week prior to school. We then focused on making sure that all remaining students had the needed technology during the second round of handouts the first eek of school.

As of 8/24/2020 **all** COS students who indicated they needed a computer or hotspot have been accommodated. We have extra laptops and hotspots ready to be used if a new need arises or if one already is use develops a problem. All students have been provided the COS tech hotline number as well as the CUSD tech helpline number for emergency tech issue help.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Clovis Online school currently makes daily contact with all students and documents this contact in a contact log or in our SIS, Q. Because we are distance learning charter school and attendance is achieved by Daily Engagement in combination with hours of work completed we take attendance every two weeks, however teachers continue to maintain daily contact with their students through virtual methods such as email, CUSD Student Connect, phone calls, and texts to monitor daily engagement. Teachers also use our LMS to monitor student work completion in real time. Student attendance and participation will also be monitored through online course participation and verification of daily assignment completion. Teachers will grade assignments and give students regular feedback on their engagement and work utilizing our educational LMS (Edgenuity) as well as Student Connect. All students will be assessed on the established course assessment calendar including formative and summative assessments. To ensure that students know the material and learning all tests are monitored remotely by the teacher using Zoom or Google Meet.

Evaluating the time value of work completed is the role of the credentialed teacher. Time value will be measured via participation in online lessons and in assignments completed by the student. Teachers will utilize the current established units of instruction and course pacing guides that clarify and calibrate assignment completion.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Clovis Online School teachers and staff are fully trained in distance learning from day one since COS is a non-classroom based charter school that specializes in this type of learning. Staff are well versed in use of technology to instruct students, monitor learning, and communicate with parents and students. COS has a team of lead teachers that plan and provide meaningful staff development prior to the start of each school year, during our twice monthly staff meetings, as well as on staff in-service days during the school year. These lead teachers are already preparing and working towards new and innovative trainings to best support our instructional needs during the coming days, weeks and months.

Clovis Online School also has two dedicated technology staff members who help both students and staff with any hardware and software needs. They provide near immediate support to help limit downtime and improve staff capabilities and maximize student instructional minutes.

Due to the start of the school year where employees needed to be socially distant, staff development has had to look different than it has in the past. All professional development was handled through online mediums, like Zoom. In the Spring of 2020, when all campuses went to distance learning formats, school sites and district personnel provided training in the best practices for supporting students in an online world. COS teachers helped train CUSD school sites on topics relevant to teaching online. The Curriculum & Instruction Department offered weekly newsletters with online resources, professional learning, and curriculum ideas to teachers throughout the district. The Technology Department provided training opportunities weekly and devoted a web page to support educators in the systems they most likely will be using in upcoming school year.

In August 2020, teachers new to CUSD and COS participated in “Welcome to CUSD.” These days are packed with professional learning opportunities to ensure that the teacher starts their career out in CUSD with the necessary tools and resources to do their jobs. Teachers participated in workshops for wellness and supporting the whole student in instruction. They participated in Cultural Relevant Teaching and ways that they can support our diverse student populations. They also received training in technology, learning the basics of using our SIS, our learning management system, and relevant applications like Zoom and Google Classroom.

Teachers at COS also took part in Character Strong which is a program designed to help all students succeed in a classroom but has an emphasis on helping disadvantaged students such as EL, SED, SPED, foster youth and homeless students.

Teachers returned to their contracted duty days on August 10th. The week of August 10<sup>th</sup>-14<sup>th</sup> was spent at Clovis Online School, in site-based professional development, as well as district-sponsored professional development or planning/preparing for the year to come. The following is a list of professional development provided throughout the district that COS teachers/staff participated in:

- Google Classroom
- Zoom
- Social Emotional Learning (Character Strong)
- Google Interactive Slides

- Google Forms
- Clever
- Student success with technology
- Tier 1 Social emotional strategies
- Collaboration in online communities
- Q
- Adopted online curriculum

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

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

All teachers at Clovis Online School received training on the usage of Zoom

### **Staff Roles and Responsibilities**

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

Since Clovis Online Charter School is by definition a virtual learning institution, most staff members did not see a shift in their job roles or responsibilities. All staff do have a renewed focus on both student and staff physical safety, emotional well-being, and academic success. The administration and faculty have further strengthened our virtual programs and made changes to programs to make sure that all of our students have access and to strong academic, and mental health services no matter where they are located.

However, COVID19 has changed the scope of responsibility for some of our team. One of the most impacted groups of staff on campus has been our tech team. A huge rise in technology-based needs in both staff and students was seen in March. Almost the entire staff began to work from home the week of March 16th and many staff that had been issued desktops now needed laptops. Students that had technology at home were now sharing that technology with family that was usually at work or at comprehensive school and they now needed extra hardware or internet support in

order to ensure success. Our tech team developed procedures to have internal documents electronically signed and delivered to others so as to keep both staff and students safely at home and away from campus.

Our school transition team was also affected by the campus closure. Due to confidentiality concerns, our group therapy sessions had to abruptly stop as there is no way to ensure confidentiality in a Zoom call. Our team developed and planned one-on-one sessions with dozens of affected kids to make sure that no child was left without the mental health supports that are so critical to their well-being. The transitions team has not only continued to offer these supports during the fall but have made them more robust and added staff to make sure that all students that need support receive it.

Our paraprofessionals have been working with the teachers and counselors to help call students and check in and to offer up or refer to others with supports such as technology, ELD, interventions, mental health services and our transitions teams.

Our custodial and maintenance staff from CUSD have had to change the way they clean and disinfect our campus. Having a clean and sanitized campus is important during this pandemic. Our custodial staff have been trained on sanitization processes and are working to reduce the spread of COVID-19 on our campuses. Staff workspaces will be thoroughly sanitized each night. Staff will help with sanitizing their work areas during the day. Common areas will be sanitized periodically throughout the day. Restrooms will be sanitized throughout the day.

### **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.]

COS is committed to serving our English Learner (EL) students by supporting the English Language Development (ELD) standards and supporting student success of their content areas with language strategies and resources. EL students will continue to receive 30 minutes of ELD at their level by either the regular classroom teacher, or a bilingual instructional assistant. This instruction takes place over Zoom or Google Meet. COS uses the state/district adopted ELD materials, to further support development of English. Newcomers to an US school system have been offered Rosetta Stone, an individualized approach to acquiring English in an online environment. Student progress toward English Language Development will be

monitored by the approved formative assessment for EL students and via the English Language Proficiency Assessment for California (ELPAC), which will be offered per state mandate.

COS will provide updates to parents about the progress of EL programs and the successes of our EL students and will use virtual meetings to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school as the school year progresses. The district DELAC meetings will also be held virtually and will be used as a venue to share resources with parents to support the EL student and their progress.

Intervention supports will continue to be provided and increased to all students with unique needs, including English Learners, students on an IEP, students in foster care, and students who are experiencing homelessness, or students who are deemed to be below grade level by criteria as measured by universal screening measures.

Intervention time is provided to each student in need in designated intervention on a flexible schedule by our SPED teacher, classroom teachers, and intervention teachers. Teachers and instructional support staff can also support their students with our new live tutoring program provided by Edgenuity that offers on demand tutoring services by a credentialed teacher 7 days per week, and often outside of school hours.

Administrators will monitor progress of students designated as below grade level with unique needs.

Our transition team is assigned a caseload of students who are socioeconomically disadvantaged, EL designated, or who are in foster care. They help the students access interventions and support their social emotional well-being. They help keep these students connected to the school through events and regular communication. Their assistance with helping students succeed during the on-campus closure will be immensely beneficial.

This year to help with this caseload of students Clovis Online School hired a new SRL whose focus is on EL, SPED, SED, foster youth and homeless students. This SRL is well training and holds a master degree in Education and a PPS. She will focus on their needs, build relationships with these students, and works to see that they are thriving at school both academically and social/emotionally.

For pupils with exceptional needs, special education teachers, along with program specialists, will develop learning plans for each special education student to address modification and accommodations and to help students meet their IEP goals. All identified students have a team of educators who routinely monitor their progress in

all areas, including, but not limited to, academic, behavioral, social/emotional, and health/medical. During distance learning, this team expands to include additional individuals who provide targeted input on the student's progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children. Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach at COS due to our use of virtual learning to account for the lack of on-campus instruction. Special education service providers work closely with the general education staff to ensure that IEPs are being followed and the students are being served equitably. Students' time with the special education staff will still be met and students will meet with special education staff via live, remote instruction, and pre-recorded videos as appropriate to IEP goals. If any adjustments need to be made to the IEP, a request can be made, and a meeting held virtually with all parties to make new decisions that would best meet the student's needs.

For students who are foster youth or homeless, the Assistant Director of Student Services & School Attendance (SSSA) connects with our school counselors, administration and teachers to ensure these students have what they need to be successful for virtual learning, including regular access to laptops and hotspots for internet connectivity. The Assistant Director of SSSA provides support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions to minimize disruptions in enrollment for foster youth and homeless students. The staff conducts needs assessments for these students at the beginning of the school year and connect these students with school and community-based resources. The students are connected to the COS transition team who have regular, intimate contact with these students to ensure that they have the resources and means to supporting schooling in their homes. Transition team members have access to resources and to other staff members and are the point of regular contact to ensure that these students can be successful at their sites and that their wellness is being considered and supported.

COS Administration and counselors have weekly meetings to discuss student data in regards to student academic progress, mental health services, and student attendance. Every caseload of students is discussed and any student who is considered to be struggling in any area is discussed. At these meetings individualized strategies and interventions are planned for each student. An emphasis is placed on EL, SPED, foster youth, and homeless students. These plans are communicated by the

counseling team to the classroom teachers and families within 24 hours of the meeting.

### **Actions Related to the Distance Learning Program**

Description	Total Funds	Contributing
Clovis Online Charter data shows that our unduplicated students have experienced greater social emotional trauma due to the COIV 19 pandemic. We will hire, train and support new Students Relations Liaison (SRL) to help work with and provide direct services to EL, SPED, SED, foster youth and homeless students. SRL will also help with designated students that are designated as needing social/emotional supports by admin/counseling team. This additional support will allow students to reduce stressors and will in turn have better academic success.	\$68,000	Y
Since data shows that the COVID19 pandemic has produced learning loss is unduplicated students such as LI, EL, homeless and foster youth it was important that COS increase or create comprehensive interventions. As such, Clovis Online Charter will provide effective interventions to address the needs of any struggling learner. This will include the need to provide these interventions over a digital communication such as Zoom, Google Meet or the Edgenuity LMS.	\$62,025	Y
Clovis Online Charter will provide a collaborative learning and working environment that effectively recruits, trains and retains a highly skilled workforce reflecting the culture and tradition of Clovis Unified School District.	\$10,000	N
As a result of the pandemic the need for technology I the homes of students has gone up exponentially. Technology needs can be especially tough for students that are homeless, foster youth, or LI. To help with this unique challenge, Clovis Online will provide technology to students such as laptops and hotspots as needed. This is to ensure seamless connectivity to the learning environment regardless of a families financial situation.	\$42,000	Y
Clovis Online will provide PPE for staff and students while on campus to help stop the spread of COVID19.	\$6,000	N
Clovis Online will purchase and utilize technology for staff and teachers to help with virtual learning or for those needing to work remotely for health and safety.		N

Description	Total Funds	Contributing
As a result of the COVID19 Pandemic many students are struggling with new stressors that are affecting their mental well being. This has proven especially true of student populations such as EL, SPED, LI, homeless and foster youth as they were already at a greater risk prior to the pandemic. Clovis Online will increase mental health supports for students due to increased need during the pandemic. These supports will be crafted so that they will be available virtually for all students in need.	\$75,000	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.]

Our students that were enrolled during the campus closure period from March 13<sup>th</sup> through June 5<sup>th</sup> still received the same high-quality instruction that occurred prior to those dates. As always teachers provided feedback for that work and engaged student daily about academic progress and any other needs that they may have had. In the Fall 2020, COS is committed to offering students the same high-quality virtual instruction we have always offered. Students are engaging with teachers daily and receiving feedback daily.

Even though Clovis Online continued instruction as normal during the campus shutdown that started in March of 2020, COS recognizes that learning loss may have occurred due to the emergency distance learning that was started in March 2020 due to the COVID-19 pandemic; especially with our incoming students.

Counselors will analyze each students progress towards graduation and update or develop the students 4-year plan. These will be provided to the student, parent/guardians, and teachers so as to help each stakeholder be aware of their unique needs towards receiving a diploma. These plans also help each stakeholder help guide students towards college and career readiness. These plans are developed not only for core subjects; but are developed for all subject areas.

COS counselors also have a weekly meeting with the SPED team, EL team, and transitions team to discuss the unique progress and needs of EL, SPED, foster youth,

and homeless student. Individual interventions are discussed, developed and monitored. Where appropriate these interventions and strategies are then implemented by the appropriate team member. At the next meeting the progress of the student and effectiveness of the interventions is discussed and modified, if warranted. To help students achieve their goals as outlined on their 4-year plan and to help diagnose the possible student gaps in understanding and skills, COS will utilize our existing robust tools and assessments to continue to screen students and to identify needs. These diagnostics will help teachers/counselors properly place students into courses for core instruction and to develop appropriate interventions. Teachers are aware of the lesson pathways from previous years and what students may have missed with instruction in the spring. The current teachers will assess for these skills and concepts and fill in gaps during the 2020-2021 school year. Teachers will work with students with education gaps using the Edgenuity MyPath system which helps develop an individualized intervention system for each student's needs using the diagnostic tests mentioned above. We recognize that learning loss may not have happened in just core subject areas. To address these subject areas, the counselors and admin team work during their weekly meetings to discuss strategies and interventions and work to implement and monitor them as discussed above.

COS has already worked in conjunction with CUSD to identify essential standards and supporting standards in ELA and Mathematics. These essential standards are the key learnings and support the majority of instructional time. Diagnostic assessments and formative assessments given during the year focus on these essential standards. The amount of time spent on supporting standards is still included and students are held accountable to mastery of the essential standards. Focusing on a few key learnings for the year allows time for remediation and intervention. Teachers will prioritize these standards, allowing them to accelerate learning and focus on what matters most.

Teachers will also utilize data from diagnostics tests to have discussions around student learning during twice monthly PLC meetings. This data helps us modify and make changes to instruction so that we are making progress towards our goals of student mastery in each subject.

COS already has a multi-tiered system of support in place. MTSS is a framework that many schools use to provide targeted support to struggling students. This tiered system includes the identification of students and approaches to dealing with their deficiencies. All students have access to tier 1 support. Tier 1 happens in the day-to-day instruction to meet the immediate needs of students who may be struggling with

concepts or skills. Students can receive targeted intervention after instruction to assist those who may need more assistance. Tier 2 support is more targeted and takes place after core instruction, so the students will not miss out on new learning opportunities. Tier 3 is often more individualized support; such as students receiving IEP or RSP services. Each School has different ways of dealing with their MTS strategies, but Clovis Online is committed to offering the necessary support for students who experienced learning loss due to the COVID-19 pandemic and for students struggling with their courses.

Even in our virtual format, teachers have opportunities to run interventions on a flexible schedule, including our intervention teacher who is available for scheduled needs for 25 hours per week. These blocks of time, that are scheduled during the school day, increase the amount of teacher contact for those students that need it most.

### **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.]

COS in partnership with CUSD will provide professional learning opportunities for teachers and support staff in the areas of technology-based instruction and engagement strategies. A focus will be on mitigating learning loss caused by the distance learning models of instruction during the spring of 2020. Teachers will also be trained on Social Emotional Learning and strategies to help students cope. Time will be spent before school starts, during buy-back days, and in staff meetings held throughout the year. The purpose is to equip all staff members with the necessary tools to move instruction forward in distance modalities, to increase student engagement and interest, accelerate learning, and to reduce any gaps caused by the global pandemic.

COS will monitor students with unique learning situations (EL, low income, foster youth, students with exceptional needs, and homeless) and will provide targeted intervention for these students. CUSD provides all sites (including COS) with a program called Data Insights that allows teachers and administrators to pull data for designated groups and individual students. COS will use our existing screeners for our students and will monitor them using our formative assessment system.

Students who are low-income have unique needs with learning and would benefit from additional support from school. For one, the students often don't have access to regular meals. They rely heavily on the school to support them. COS students can access the CUSD regular meal service to students at many locations throughout the district. For more information on this, see the section on nutrition later in this plan.

Access to technology and internet connectivity is often a struggle. Students aren't as well-versed in technology-enhanced learning and may need support with this. COS has always provided new students with one on one instruction on the use of the technology and LMS that we use when they enroll and are continuing to do so this school year. Due to COVID, many students have a new need for hardware. To address this need, COS distributed laptops and hotspots to any students in need of access. Not having access to technology is not an issue in the Fall of 2020. Please see the relevant section on this topic in a prior section of the plan. Online tutorials are available to our students and teachers to troubleshoot issues as well as the district and site IT teams have created teams to help answer tech questions for our community.

Our foster youth and homeless students are some of our most vulnerable students and COVID has further exacerbated this issue. Lack of continuity in placement and lack of a permanent home creates deficiencies in learning. Factors that contribute to learning loss for these students includes irregular work completion, irregular contact with teachers, communication barriers, lack of computers and lack of internet access. To address these issues our Assistant Director of SSSA works closely with all school sites (including COS) and our transition team coordinators to connect these students to the campuses. One-on-one contact is made with the students to ensure that they have the tools necessary to for virtual learning. Laptops and hotspots were delivered to these students in the spring, as well as before school started.

Students with disabilities suffer regression when instruction lacks continuity and is not comprehensive in nature. Clovis Online did not experience a lapse in instruction but we recognize that many of our new students on IEP's may have. With the immediate school closure in March 2020, schools and special education teams may not have had the time to prepare distance learning plans in alignment with students' IEPs. Things were handled differently for Fall of 2020. Because of our virtual nature every Clovis Online student with an IEP must have a meeting prior to starting at COS to make sure that we are offering FAPE in our setting. Even though we have already held an IEP meeting for each student prior to enrollment, prior to the start of the 2020 school year, each student's IEP was carefully reviewed and plans were made to ensure students can achieve their goals through virtual learning. Communication between the

special education staff and the general education staff is key. The more well-versed the general education teacher is with the child's needs, the better for the student. Instructional aides are being used to support the students and their success in learning at COS.

### 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.]

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

- Diagnostic assessments
- Pre- and post-tests given to determine growth
- Course based formative assessments
- Credit Accrual
- PLC data points
- Social/Emotional wellness surveys
- MTSS assessments
- Attendance/engagement reports
- Course based lesson and unit assessments
- Grades
- 4-year plan development and monitoring

### Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Students will receive high quality curriculum, assessments, targeted instruction. Clovis Online will use the board approved, A-G Approved, NCAA Approved and state approved, Edgenuity curriculum. Edgenuity is an interactive online learning environment designed to provide individualized instruction based on each child's	\$75,000	N

Description	Total Funds	Contributing
<p>Students have been impacted by the pandemic due to the learning loss associated with school closures across the state in the spring. Many students groups such as EL, SPED, LI, foster youth and homeless students were especially hard hit with learning loss as they are already a vulnerable student population. Clovis Online will address any student that is struggling with any learning gaps or learning loss using high quality interventions. These may include the Edgenuity MyPath intervention system which provides a diagnostic test and then prescribes a course of intervention for each student. Clovis Online will also provide a dedicated intervention teacher that can be accessed daily through Zoom or Google Meet to provide individualized support in all subjects. Clovis Online will also provide tutoring supports using Edgenuity live tutoring service that provides live services 7 days per week for all students at COS</p>	\$10,000	Y

## Mental Health and Social and Emotional Well-Being

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

COS and CUSD continue to place a high value on social and emotional supports for our students. COS has offered school counseling, Student Relation Liaison services, school psychologist services, transitions team services, group sessions (CSI), substance abuse curriculum and a robust suicide prevention program. Clovis Online already offered these supports both in-person and virtually for our students prior to March 2020. During the campus closures, Clovis Online has continued with all of these services, virtually. COS continues to allow students to self-refer to these services but also allows parents/guardians and teachers to refer students for thee services as well. We have trained all staff on how to respond to individual student emotional health crisis and immediately start on those protocols when needed. COS is fortunate to be part of CUSD where we also have access to a force of Student Resource Officers who are trained and willing to do welfare checks on our students if called for.

COS has held and will continue to hold, parent information nights where we discuss student social emotional health needs. These events, while traditionally held in-person, will now be offered virtually and are designed around pertinent issues facing our students such as suicide, depression, anxiety, social media, vaping, and substance abuse. While designed to train parents, students often attend these with their parents.

Teachers and staff will be provided systematic, ongoing training from mental health professionals on how to best recognize and support their students needs. These trainings will take place throughout the school year and will cover a wide variety of topics. Additional trainings and workshops will be held with our transitions teams, academic counselors, and school psychologist teams to further help prepare our staff for the challenges that we are facing this year.

## **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.]

Clovis Online partnered with our authorizer Clovis Unified for family engagement and outreach. Both COS and CUSD are committed to providing students with an engaging opportunity to learn and thrive, even in Clovis Online's virtual learning format. COS and CUSD have worked extensively to perform outreach to students and parents. We have surveyed all relevant stakeholders to gather input for building the Learning Continuity Plan. The district held town hall meetings to discuss the return to school and to give parents an opportunity to engage with the district concerning the modalities for the return. These town hall meetings included invitations and participation from our COS community members. Return to school plans were provided to parents and were translated into the five most prominent languages for CUSD: English, Hmong, Punjabi, Spanish, and Vietnamese. The Learning Continuity Plan for both CUSD and COS was presented to the District Advisory Council (DAC) and to the District English Learner Advisory Committee (DELAC) and translation services were provided to parents at these meetings. The CUSD and COS Learning Continuity Plans will be placed on the district and school site websites in multiple languages to support parent understanding of the goals of the LCP's. Communication between parents and students and the school sites increased

throughout the summer using websites, letters mailed home, emails, text messages, phone calls, and the CUSD district app. It was the goal of the district and COS to ensure all students and parents were reached in order to determine if they had any needs prior to the start of this school year.

COS counselors and teachers reached out to students before the school year started to provide them with the resources to be successful on day one when school started on August 17<sup>th</sup>. The district surveyed parents (including COS parents) on availability of technology and connectivity in the home. Students were provided laptops and hotspots if they stated a need in these surveys. Connectivity devices were distributed prior to the start of school. Teachers met with students virtually prior to the first day of school to ensure that all students were ready to begin classes starting on day one. Teachers were the first line of defense to help students solve technology and connectivity problems. Clovis Online also provided a hotline number for parents and students to use if they were having troubles connecting to their teacher or our LMS. The CUSD Technology Department provided additional personnel and a phone number for students and parents to speak with tech support if problems couldn't be solved at the Clovis Online. Teachers use Zoom, Google Meet, Edgenuity, Student Connect, and email to keep students connected to the learning during the school year. Not only is student attendance taken each day, but student engagement is tracked and reported. It is anticipated that all students will be engaged in the learning process throughout the school year.

Despite our engagement strategies and efforts, there will be some students who demonstrate lack of engagement and who may not learn while in a virtual learning environment. Clovis Online has developed written procedures for tiered reengagement strategies for students who are engaging in the virtual learning. These strategies require school personnel to contact the child's parent and determine what is required to get the student engaged in learning. It is the goal to remove any barriers for learning and to meet or exceed traditional attendance rates from prior years.

In the tiered approach to reengagement, there are several personnel who are be involved in the process. Teachers and classroom support staff will be the first level of the reengagement process. Daily, the teacher will connect and contact each student and note each students daily engagement. Teachers will monitor lessons and will keep the students actively involved in the learning process. When students are disengaged, the teacher will contact the student and utilize classroom management strategies to reengage the student. If students are struggling with technology, the teacher will help

troubleshoot or connect the student with site or district resources to remove those barriers.

In the next tier, the school counselor will be involved with student. Phone calls will be made by the counselors to the home to discuss strategies and work to reengage the student in learning. When students have not been engaged in learning for multiple days, the principal will be involved with students who are habitually disengaged or who have repeated struggles with engaging in the virtual learning. The counselors and principal will both reach out to the students to counsel and support. They will seek to understand what is going on and will develop a plan for students to improve attendance or to engage in virtual learning. This plan, shared with the teacher, will be communicated to the parent in their home language. The administrator will follow up with students on a regular basis to ensure success and to maintain the developed plan.

The next tier in our plan is our Student Services & School Attendance (SSSA) office. SSSA helps support the engagement and attendance of students. Our administrators were trained by this office in the summer of 2020 during CHARGE on processes for tracking attendance and engagement and strategies and resources available to support student success. The office has attendance officers who are available to make home visits for students who are not engaging in the learning process. Referrals to these officers are made when interventions at the school site have proven to be ineffective. Attendance officers meet with students and parents, inform them of the requirements for attendance, and engage parents in developing a plan for reengagement in the learning. The SSSA office also supports schools in the School Attendance and Review Board (SARB) process and SARBs can be used at both the site and district levels to work with families where students are habitually truant, absent or refusing to engage in learning from the school setting, including virtual learning formats.

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

## **School Nutrition**

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Please note that Clovis Online Charter School is a non-classroom based school and as such does not provide school meals. However, during COVID we have partnered with CUSD and students may take advantage of the meal program that is offered at select school sites throughout our district footprint to obtain high quality meals.

For more information students, parents and community members can find up to date information about the student school nutrition program by going to

<https://www.cusd.com/COVID19SchoolMeals.aspx>

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

Section	Description	Total Funds	Contributing
Mental Health and Socio-Emotional Well-Being	District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Professional development and program implementation of “Character Strong” will provide unduplicated youth with increased services in social emotional supports, connectivity, mentoring and ongoing monitoring of success through a multi-tiered system of support. This action will increase connectivity and a feeling of belonging so that student’s basic needs are met and will be successful behaviorally and academically.	\$33,461	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.28%	\$313,486

## 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.]

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

Our English Learners are provided time during the day to support their reading, writing, speaking, and listening skills. They receive designated time each day for English Language Development (ELD) with certificated teachers. Staff at COS act as ELD specialists and ensure that students are receiving support in academic content areas using specially designated strategies for academic instruction in English. EL students receive additional supports to ensure that they are provided the time and resources to develop their language abilities as they progress in English proficiency.

Low-income students and foster youth receive targeted supports and services. In order to be successful with distance learning, all students received a laptop, if needed. Support for connectivity was given in the form of hotspots. Students will receive all necessary supplies and access to the curriculum to ensure that they are in a ready position to start the year off right. Students are supported through our district and COS school site transition program and personnel in this program help ensure that the students are connected to the school and have the resources necessary to be successful. Interventions to support learning loss and to accelerate learning are provided to the students, even in virtual learning formats.

Teachers, counselors, administrators, and other staff will check in with our students on a regular basis to ensure continuity of learning and to remove any barriers that could stand in the way of student success. Staff will work with the students to reduce anxiety and stress and to ensure the well-being of all students. Students participating in the National School Lunch Program will be provided access to meals each day.

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

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

Since Clovis Online Charter School is a direct charter of CUSD we worked closely with them to offer the same services as the rest of the school district. The “contributing” actions/services are principally directed toward our English Learners, low income and foster students (also known as unduplicated students) and designed to help CUSD and COS balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students. The actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 7.28% using the dollar amount of \$ 313,486. By directing all the supplemental funding toward actions principally directed toward unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

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

<b>Title of the Action/Service</b>
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Career technical education courses
School to home communication connections; SRLs
Transition counselors/directors
Academic counselors
Specialized services and support for migrant education (with CUSD)
Supplemental instructional support for sites
Intervention summer school
Additional instruction in core classes and AVID
Intervention stipends
Mentoring services at alternative sites
CSI coordinator
EL summer school
Additional nursing services (with CUSD)
Personnel for SSSA for foster and homeless support
Comprehensive Youth Services (only at Alt Ed Sites)
Professional development for diversity and poverty
Additional behavioral support; psychologists
Additional social emotional psychologists at high schools
Lead psychologist for comprehensive wellness plan (with CUSD)
Oral and written translation services
Parent resource center/community resource centers (located at site)