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/lrngcntntyatndncpIn-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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</table>
| Coalinga-Huron Unified School District | Johnny Garza  
Director of Student Services and Family Support             | jgarza@chusd.org      |

General Information

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

The unprecedented COVID-19 pandemic has affected the entire Coalinga-Huron Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to...
technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Coalinga-Huron Unified School District (CHUSD) is located in the south western part of Fresno County, California. The district's student attendance boundary encompasses southwest Fresno County, portions of San Benito and Monterey counties. The physical boundaries extend on both sides of Interstate 5 (west and east) along the agricultural corridor of San Joaquin Valley. Coalinga-Huron Unified School District serves approximately 4,450 students in grades TK-12. The district is comprised of 5 elementary schools, 2 middle schools, 1 comprehensive high school, and 2 alternative high schools. The district spans across two distinct communities with individual needs.

The City of Coalinga hosts a population of approximately 16,000 per the 2010 US Census data. Median household income for Coalinga is $51,265, approximately 20% less than then state average. The demographics is 56.9% Hispanic or Latino, 31.1% White, 5.8% Black or African American, 2.5% Asian, 0.8% Native American, and 2.9% other. Once noted for its oil fields, Coalinga's largest employer is now the State of California (Coalinga State Hospital and Pleasant Valley State Prison). The outlying areas remain rural and based in agriculture.

Huron is located approximately 15 miles northeast of Coalinga. With a median household income of $25,321, approximately 60% less than the state average, making Huron one of the poorest cities in the state. In 2013, Huron earned the distinction of being the fourth poorest city in the California by a state analysis released that same year. Huron has a population of approximately 6,900 residents per 2010 US Census data. Although during harvest seasons, that number of residents may swell to well over 9,000. The demographics is 97.9% Hispanic or Latino and 2.1% White. The local economy of Huron depends heavily on the agricultural industry. Students from Huron comprise one third of CHUSD student body. Of the 4,450 students, approximately 800 students (18%) of the student population rely on district transportation in grades TK-12th. Students commute from Huron to Coalinga to attend the district's sole comprehensive high school.

CHUSD is proud of the diversity represented in its student population which includes .8% African American, 0.3% American Indian or Alaska Native, 1.7% Asian, 0.4% Filipino, 84.5% Hispanic/Latino, 9.9% White, and .8% two or more races and 1.5% decline to state. The challenges and barriers facing student achievement include limited English fluency, mobility, geographic isolation, and high rate of poverty. Our English Learner (EL) population is 42.5% of our student body and 83.9% of our students are socioeconomically disadvantaged. There are 10 different languages spoken by CHUSD students.

COVID-19
On March 4, 2020, California Governor, Gavin Newsom declared a state of emergency to prepare for the spread of COVID-19. District administration directed sites to begin preparing for distance learning in the event of potential school closures and directed custodial staff to focus on disinfecting areas of high traffic throughout district buildings.

On March 14, 2020, Coalinga-Huron Unified School District (CHUSD) held an special Board of Trustees Meeting and made the decision to close schools March 18, 2020 due to the COVID-19 pandemic. The District Administration and CHUSD Board of Trustees followed the executive order of Governor Gavin Newsom.
On March 19, 2020, Nutrition Services began serving meals to both communities (Coalinga and Huron) in many different areas within the communities. Services were provided at the school cafeterias as well as several different locations within the community. CHUSD Superintendent was concerned that some families in our communities would not have access to the meals, so she developed a plan and used all resources from school buses to school vans to deliver the lunches in our less fortunate community areas. CHUSD has acknowledged the pandemic’s disproportionate impacts on our students and families who were already experiencing inequitable hardships.

On March 19, 2020 Governor Newsom issued a “stay-at-home” order.

March 31, 2020 the Board acted to approve a resolution delegating authority to the Superintendent to take emergency and necessary action to protect students and staff from the spread of the COVID-19.

Plans were made to begin distance learning via zoom, video, and work packets were distributed to elementary and secondary students on April 14, 2020 after the district decided that school would not reopen after Spring Break as originally planned. The decision to physically close schools and provide distance learning for the remainder of the school year April 2, 2020 was based on consultation with the Fresno County Superintendent of Schools and the Fresno County Department of Public Health and in corporation with CHUTA a distance learning agreement was reached.

Meals continued to be provided to families in both communities, professional development was provided to teachers, district level staff met regularly with site administration via zoom conferencing, a high school and middle school virtual graduation was developed via a drive-through diploma ceremony, and district business continued to the best of its abilities.

The health and safety of our students, staff, and families are of utmost importance. As COVID-19 continues to change our collective landscape, our school will worked together to leverage resources, share best practices, and advocate for regulatory flexibility, including State and Federal waivers to enable us to provide the best possible programs for all students. Coalinga-Huron Unified School District is fully committed to working together to prepare for the reopening of schools for the 2020-2021 school year. In doing so, committees were organized with the purpose of supporting our students, families, and all staff regarding their social-emotional well being, learning needs, safety concerns and the impact of the pandemic. Moreover, multiple task forces were assembled to develop a continuum of options to open schools in the 2020-2021 school year.

Each task force focused on:
- instruction to enhance student performance
- Social and Emotional Learning / PBIS
- Special Education Services
- Formative Assessments
- Parent Outreach
- Technology Supports
- Student and Parent Accountability
- Standards Based Curriculum Development
Live vs Curated Content
English Learner Services
Google Classroom
Sick Days for staff and students

This document is a summary of the findings from each task forces, as well as other committees engaged in safety and pandemic response, surveys from families, teachers, and classified staff. The information was utilized and used as a guidance for planning the 2020-2021 school year. Along with the surveys, this document has been developed with input from the Fresno County Department of Public Health. These options are subject to change as public health guidelines are updated. It is important to note that CHUSD may start the school year with one or a combination of instructional options and, as new information becomes available about health and safety, we may transition to a different option. The three options are: 100% Distance Learning, Blended Learning, and In-Person Learning.

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

During this time of change it was important for CHUSD to understand the needs of our community. Beyond individual school sites and teacher surveys, CHUSD gathered information from administration, classified staff, certificated staff, families, and students. Certificated and classified staff were surveyed twice via google forms to solicit feedback in regards to their overall health and wellbeing. Input was also gathered on their concerns on returning to work. CHUSD created a taskforce committee in June which was composed of parents, teachers, classified employees, administrators, CHUTA, and CSEA to help guide our professional learning plan for 2020-2021. The kick-off for the task force meeting was held on June 8, 2020 to introduce the focus and solicit all stakeholder input. Follow-up meetings for each task force were held from June 9, 2020 through June 11, 2020. June 12, 2020 the task force leads met to give their committee's input. CHUSD surveyed families and high school students two times (May 27, 2020 and July 6, 2020) to solicit feedback on successes, concerns, and needs during the pandemic teaching. In July phones calls were made to parents who had not yet filled out the Parent/Guardian survey. Student services conducted home visits to families that did not answer their phones or their phone was disconnected. Student services was able to gather 3070 responses, nearly 70% of all students and families. CHUSD also consulted with CHUTA and CSEA in May, June and July to solicit feedback on their concerns for returning to work, an agreement was reached with CHUTA and is in process with CSEA. The Superintendent worked closely with Fresno County Superintendent of Schools, West Hills College, the City of Coalinga, and Coalinga Chambers for guidance and collaboration addressing COVID-19 concerns. CHUSD parents were also part of the taskforce committee and were allowed to give their input for the upcoming school year. CHUSD collected the information and concerns from the surveys to design our 2020-2021 school year.
During August, key stakeholder groups will be engaged to solicit input specific to the Learning Continuity and Attendance Plan Draft
LCAP Parent Advisory Committee (PAC) September 8, 2020
District English Learner Advisory Committee (DELAC) September 8, 2020

Engagement of stakeholders included a forum for parents to ask key questions concerning instruction for the following school year. To solicit broad input, a draft of the Learning Continuity and Attendance Plan for the district was posted on the website with an accompanying survey to solicit input across all stakeholder groups. This was publicized via the district’s website. Additionally, hard copies with the URL were distributed via the District Office, Student Services and the Welcome Center in both communities to reach stakeholders that may not have internet access. Materials were translated to reach stakeholders that speak languages other than English.

The district’s efforts to engage stakeholders in providing input to the Learning Continuity and Attendance Plan began early so that the information received would meaningfully inform plan development. From the surveys in June and task force listening sessions the district gained a tremendous amount of input prior to engaging in plan revisions leading up to and following the public hearing in early September. A draft of the plan was available to view in English and Spanish on the District Website beginning September 8, 2020 to September 15, 2020. Additional input received during the 9/15/20 Public Hearing supported final refinement of the plan leading toward the approval date of 9/22/20.

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

Meetings with key stakeholder groups were held via Zoom or Google Meet, and in many cases, were open to the public. Public attendees at meetings were able to listen to presentations and discussions and participate or provide public comment. As an example, public attendees at PAC are included within the Google Meet. A time is reserved at the end of the meeting for formal public comment and the chat feature is open for public contributions throughout. The DELAC meeting enabled attendees to contribute to the chat, pose questions for the presenters, and engage in the larger discussion. The DELAC meeting also featured simultaneous interpretation in Spanish For stakeholders without access to internet, an all call was sent to parents via the SIS to advise them of their option to go to the Welcome Center to review a copy of the plan and to submit their public comment in writing.

[Summary of the feedback provided by specific stakeholder groups.]

The district’s phased planning process toward the reopening of schools explicitly identified Survey and Data Collection as the foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district’s planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. As the 2019-20 academic year came to a close, the district administered a survey to families, beginning on May 27, to gain their feedback on distance learning. This survey was made available in English and Spanish and administered via Google Forms. An important takeaway for the district was the fact that, for most questions, the majority of respondents indicated a moderate to significant level of dissatisfaction or concern with spring implementation. They felt that engagement was low across all grade levels.
The data gained was extremely valuable. During the task force meetings, student services met with the parent group (June 8-12) and held a series of listening sessions to seek additional feedback on the district’s draft reopening plans and thinking regarding distance learning for the 2020-21 school year.
*Strong push for correct contact information
*Need to help parents learn how to access what we are offering
*Uniformity with platforms (Google Classroom and Seesaw)
*Parent meetings with iPads in the beginning (especially littles)
*Access to student email for parents so they can see what is going on
*Pre-load iPads with student emails
*Uniformity of use for Aeries Communications
*Hard time with multiple kids trying to access the internet at the same time
*Older kids giving up, need to find a way to motivate
*Make sure that Parent Portal would be available and updated regularly

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

The specific stakeholder input received throughout the summer months has significantly influenced the district’s Learning Continuity and Attendance Plan both through the impacts on development of the district’s plans and through direct feedback on the plan itself. Key takeaways from the parent/caregiver and student surveys administered in the spring and summer included the need to provide (a) School Meals (Lunches) (b) increased connectivity for their devices and (c) Student devices and support for the devices. This input has influenced the following aspects of the district’s Learning Continuity and Attendance Plan:
Development of a nutritional program that best serves the needs of our communities as well as following the recommendations of the California Department of Education and the Fresno County Health Department.
Development of a plan to ensure that all students without internet services at home experiencing connectivity inequities will be issued a mobile hotspot device.
To support students and parents with devices and support, a plan will be developed to ensure that every student has a device whether it be an Ipad for elementary students or a Macbook for secondary students, and a technology helpline will be available from 8:00 am to 8:00 pm.
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.]

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

On July 17th the district, based on the Governor's order that counties put on the state's COVID-19 watch list may not open school unless opened with full distance learning, concluded and announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening. At this time the District does not qualify to reopen.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. CHUSD will continue to align decision-making to public health experts at the State and County level and to orders and guidance provided by Governor Newsom. Included below is the district’s current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to State and County guidance and the District’s own monitoring of community conditions and needs. Tentative planning includes:

Modes of Instruction:

- Once schools receive guidance from the State and the County pertaining to opening of schools, families participating in 100% distance learning will have the option to remain on full 100% distance learning.
- Monitor all students weekly for participation and attendance
- Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day.
- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance learning model and a blended learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.
- The district is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Zoom, Google classroom, and SeeSaw in both in-person and distance learning. This would allow students at home in distance learning to participate in instruction synchronously with students who are in the...
physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

- Lessons occurring in the classroom can be live cast, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person.
- During times of the week when all students are engaged in asynchronous instruction model, teachers and school counselors will provide SEL support lesson, conduct activities, and offer counseling services that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.
- The development of comprehensive programs for English Language Arts (ELA/ELD) and mathematics will include specific guidance for administration of assessments over the course of the 2020-21 school year. This includes the use of Edgenuity as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, Edgenuity assessments in ELA/ELD and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

Cohorts

- To effectively coordinate with Fresno County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all District, State, and County guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for live virtual peer interaction and collaboration between cohorts of students – using Zoom breakout rooms to group students who are both in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, At this time at least 6 feet of spacing between students within classrooms. Current analyses of the district’s physical space and classrooms have determined that most school sites have the capability to bring approximately 35% of students on campus for in-person instruction at any one time.

Secondary School Scheduling

- Secondary schools will continue to schedule students into seven courses and will transition to a modified block schedule. This would result in periods 1, 3, 5, 7 and period 1, 2, 4, 6 being held on alternating days.

Staffing
Once our schools return to onsite and/or blended learning some teachers will be designated as distance learning teachers. Where ever possible these teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.

Student Supports
- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Most of the District’s related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile of have significant behavioral or physical support needs

- For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student’s physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student’s possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student’s need while additional guidelines are in place.

The district’s planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:
- Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- Face Coverings: Wearing a cloth face covering is required for all CHUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated ‘Care Room’: Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
- Transportation/vehicles: Staff: Actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or an aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Staff and students will be asked to self-screen for symptoms at home. Active screening is required for students and staff entering a site or bus. They will be screened with a temperature check and review of signs/symptoms. Staff will work with Fresno County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. CHUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to
commit to a learning model at the time. The information obtained from the survey informed the district’s efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

**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>Personal Protective Equipment (PPE): Face coverings (disposable and cloth masks, gloves, face shields and disposable gowns) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. A substantial quantity of PPE was purchased by the State and distributed to the Districts, including CHUSD, at no cost to the District; the value of that PPE is not reflected in the Total Funds.</td>
<td>850,000</td>
<td>No</td>
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<td>Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.</td>
<td>10,000</td>
<td>No</td>
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<tr>
<td>Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.</td>
<td>350,000</td>
<td>No</td>
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<td>Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.</td>
<td>8,000</td>
<td>No</td>
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<td>Maintenance and Operations/Custodial: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas. Disinfectant provided to employees to use in their own work areas and classrooms. Sanitizing equipment purchased for use on school buses. Sanitizing equipment, such as UV Light wands, purchased for use in classrooms</td>
<td>88,000</td>
<td>No</td>
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<tr>
<td>Description</td>
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<td>HVAC filters: HVAC filters will be replaced 2-3 times per year as recommended, rather than once a year as has been past practice, to improve air quality.</td>
<td>25,000</td>
<td>No</td>
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<td>Glass and or Plexiglass installed to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as at front desk areas at schools and departments. Portable desk shields purchased for student desks.</td>
<td>40,000</td>
<td>No</td>
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<td>Individual Supplies: Additional classroom supplies purchased to limit the number of individuals using shared objects.</td>
<td>350,000</td>
<td>No</td>
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<td>Handwashing Stations: Additional handwashing stations (portable sinks) purchased for locations where sink access is insufficient.</td>
<td>61,500</td>
<td>No</td>
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<tr>
<td>Modification of classroom furniture and equipment to accommodate social distance requirements</td>
<td>200,000</td>
<td>No</td>
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<tr>
<td>Substitute costs for teachers who can't work due to COVID-19</td>
<td>854,680</td>
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Distance Learning Program

Continuity of Instruction

To provide students access to the full curriculum in both distance and in-person learning, comprehensive programs English Language Arts (Wonders, Amplified, and Collections) and Math (GoMath) will be developed for each grade level K-6 and by content area for secondary grades. Mondays are designated for professional learning community (PLC) and provide teachers, administrators, and other instructional staff time to plan aligned content that will include:

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

The administrators and teachers will identify prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. This is a critical area in which the district is striving to minimize the variation in fidelity of implementation of district programs across and within schools. This allows teachers to conduct multi-grade assessments of students. As was the case before COVID-19, there will be students who have skills that far surpass their grade level and there must be tools to assess their learning needs and provide them appropriately challenging instruction.

One of the district’s key expectations for distance learning instruction is that the class/course expectations for the week are clearly communicated regularly to students and families. This includes the scheduled zoom times for synchronous instructions, learning intentions, content to be taught, criteria by which student success will be determined, and all assignments with related rubrics and due dates. This communication is a critical component of the district’s effort to help parents/guardians gain a deeper understanding of their student’s learning process and how to effectively partner in their education. This has never been more critical than now, with parents/guardians and family members taking on a much more prominent role in the daily learning of their students within the distance context.

ALL learning standards are important and were included in state frameworks design. In selecting priority clusters of standards on which to focus, CHUSD is actualizing its plan to focus on depth of instruction, rather than pace, and commit to grade level content in a manner that is rigorous and prioritizes key content and learning. This prioritization will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded while also introducing new content. Curricular leaders will further articulate specific instructional priorities within the standard clusters. This articulation will provide clear guidance on what is important to teach within each grade level, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.
Note: The terms ‘synchronous learning’ and ‘asynchronous learning’ are used throughout this document. Following are CHUSD’s definitions of these terms:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction via Zoom.
- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Zoom or Google Meet.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.
- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.
- Google Classroom / SeeSaw

A robust distance learning plan will include a combination of synchronous and asynchronous learning. CHUSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guidians sitting in front of a screen all day long. The district’s planned distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support.

As noted in the stakeholder feedback section, community input reflected a significant level of dissatisfaction with the distance learning model implemented from March-June. District staff have, in their own reflections, identified a number of areas in which significant improvements were needed. Daily, live instruction and interaction was a key area for improvement in the spring, with asynchronous learning being the primary model.

The CHUSD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, CHUSD will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously.
The district believes that all students should receive a minimum of 180 to 240 minutes of instruction and student support per day depending on the grade levels, which shall include both scheduled synchronous and asynchronous instruction. This 180 to 240 minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings.

Students in grades K-12 will continue to be scheduled in classes as they usually would. This schedule benefits students by maintaining continuity of support services linked to courses across the year, aligns better to Advanced Placement (AP) exams, aligns to current staffing models, and allows for easier transition both between in-person/distance/blended models and into and out of CHUSD.

In addition to direct, live instruction every day for every student, a key expectation of the district’s plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students and family members need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

A key decision supporting symmetry and cohesion in the district’s teaching and learning was the identification of Google Classroom as the designated Learning Management System (LMS) for upper elementary and secondary students and SeeSaw for lower elementary grade students. In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers, parents, and students will be able to sustain momentum through any physical transition.

In presenting distance learning plans to the board, staff have noted that significant gaps existed prior to COVID-19 and implementation of the distance learning plan represents a unique opportunity to improve in a time of crisis. The alignment of teaching and learning to prioritized standards clusters, effective use of district assessments, consistent implementation of instructional practices, and other identified actions within this plan are not only for ‘right now’ in this time of COVID. These are critical moves for the district to improve student outcomes regardless of context (distance, blended, or in-person) and for the long term. CHUSD is implementing a distance learning plan that will both maintain continuity of instruction during the coming year AND serve as a stepping stone in the district’s overall continuous improvement journey.

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.]

All students in CHUSD will be issued a device for distance learning (Ipad or MacBook) CHUSD purchased 1350 Ipads with LTE paid service connection and 2000 portable hotspots with paid service to issue out to families without connectivity. The devices were given out to the families based on surveys that were given in June and July. Families in need of a device or mobile hotspot will be asked to contact their respective school office to receive one District and site technology personnel will be available to assist parents and students with access and to help ensure the devices are working properly. They will be available from 8 am to 8 pm daily. In addition to the options mentioned before, free WIFI is accessible in the parking lot of each school, a map of best locations is located on the district website.

CHUSD created a new position specifically designed to assist with locating all students who did not log in during the Spring 2019-2020 school year. Schools sent student services a list of students who were not logging on during the Spring and could not be reached. This new
position is in charge of conducting home visits to ensure that the students have all the supplies they need and to check on their social and emotional well being. The district will give each student an electronic device (MacBook or iPad) depending on grade level and will also issue the student a mobile hotspot if he or she does not have internet access.

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.]

Pupil progress will be assessed through daily live interactions, district assessments such as aReading and aMath, teacher created assessments, and a variety of assignments. Student attendance will be recorded in the SIS (Aeries), and tracked by weekly synchronous and asynchronous lessons and contact. Attendance will be gathered in several different ways: Live interaction, assignment completion, pupil or parent contact, assessment, and engagement in the Google Classroom platforms. Other means of attendance monitoring for our younger students will be communicated to parents via email or phone and they will require parent partnership. Participation and communication will occur via email, phone, video conferencing, synchronous learning assignments. Weekly engagement records reports will include student attendance, participation, progress, and asynchronous assignment completion.

This time value will be provided through lesson plans and student assignments from each teacher to include at least 200 daily instructional minutes for TK-K, 280 minutes for grades 1-3, 300 minutes for grades 4-5, 320 minutes for grades 6-8, 355 minutes for grades 9-12, and 200 minutes for Alternative Education. These minutes will be verified by the certificated teacher of record and approved by the school administrator.

Attendance Intervention Tiers for Distance Learning:

All tiers will progress under the same goal of increasing a student’s participation and academic outcomes.

Tier 1: Universal Prevention

Focus: All Students

- Clear, concise, and consistent communication about schedules and expectations from all school site staff
- Community building to create belonging and connection with weekly lessons and interactions with counselors for each grade level with a focus on social/emotional learning
- Personalized outreach and communication to families when students are absent, attendance clerks at each site will make daily attendance calls and do so in a caring manner with a focus on what the school can do to help facilitate participation
- Attendance clerks and office staff will communicate with appropriate parties (admin, counselors, Student Services, etc.) when a student may need special services (one-on-one counseling, technology help, referrals to outside agencies, etc.)
- The Student Services office will regularly monitor attendance data to activate supports and identify trends

Tier 2: Early Intervention
Focus: Students missing three days or more in a given week (absent 60%)
- Site attendance staff will use absentee data to activate targeted supports
- Site attendance teams (including, but not limited to, attendance clerks and admin) attempt to hold virtual and/or teleconference meetings with students and families
- Individual attendance plans will be developed between the school attendance team and the student and their family to increase participation
- Individual mentoring with counselors or intervention staff when needed to address barriers to academic success and mental health supports, to be held virtually until in-person meetings are permitted
- Students, for whom sites are not able to reach, shall be referred to the Student Services office where the Administrator-on-Special-Assignment will conduct a home visit using proper safety precautions

Tier 3: Intensive Intervention

Focus: Students missing 60% consistently for two or more weeks
- Students who still need additional supports to boost participation after a school site has put in place an attendance plan will be referred to Student Services for the Administrator-on-Special-Assignment to conduct a home visit with the purpose of locating the student and family and assessing the situation
- Meetings will be held with the district attendance team and the student and family (virtually until in-person is permitted) to determine any causes of poor participation and what solutions and supports may be valuable to the student’s success
- Student Services will work with counselors and administrators to connect students to outside agencies where needed

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.]

Overall, the district’s professional learning for delivering instruction in a distance learning environment will focus on meeting the needs of ALL students including:
- students with disabilities
- 504 Students
- Homeless and Foster Youth
- English Learners, and gifted students
- Using necessary technology tools, such as Google Classroom
- English Language Development (ELD)
- Social Emotional Learning (SEL) and Restorative practices.
- Supporting and engaging families as partners in their children’s education
To further support staff and the distance learning program, staff will be provided access to and/or participate in ongoing professional learning in the following areas:
1. Blended Learning in Action (Catlin Tucker) 25 hours of PD
2. Use of Google Classroom/SeeSaw as the LMS for a virtual or blended environment
3. Zoom trainings on new attendance and engagement processes for staff
4. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
5. Monitoring student engagement, participation, and progress
6. Compilation and use of a Illuminate bank assessment produced by teachers, for teachers, at each grade level and content area
7. Khan Academy
8. Edgenuity / Accelerated Education
9. Nearpod
10. Jamboard
11. Loom

Essential learning for Substitute Teachers (25 hours) included the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback from principals. The district expects principals to consistently join teachers during virtual collaborative sessions and ‘walk’ virtual classrooms just as they would in an in-person context. Following and during these visits/observations, principals can act as thought partners, providing timely and specific feedback on teacher practice. Regular principal observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the district’s common assessments to inform lesson and unit design.

**Staff Roles and Responsibilities**

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

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

Following are the key changes to roles and responsibilities of staff, organized by area.

Attendance and Engagement
Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. They will be required to mark a student absent or present synchronous or present asynchronous. While in-person, a student’s attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student’s synchronous and/or asynchronous engagement each day. Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. A key new responsibility of attendance staff will be contacting families regarding absences and shifting from asking why to how we can support them and keep them engaged.

Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Fresno County Health Department. This will include entry of detailed attendance data into the student information system.

Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. During full distance learning teachers will provide SPED services virtually via Zoom, Google classroom, SeeSaw,.County services will be provided via a virtual platform. IEP's are held virtually.

Modifications include:

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the ‘paper requirements’ of conducting an IEP in a virtual or telephonic setting.
- Social workers will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually via zoom or by telephone.
- Behavior Intervention Specialists will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified. This is different from the previous model of assigning a set of schools to each Behavior Intervention Specialist.
- Resource Specialists will support a range of distance learning-related actions. They will focus their efforts on supporting the assessment process, monitoring student progress, and coordinating with instructional aides. Another focus will be on support at the school site level to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new teachers. Specific supports will include set-up of Special Day Classrooms and new teacher support for IEPs
- Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student’s IEP, SPED aides will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.
Health and Safety Protocols The roles and responsibilities outlined within this section are from CHUSD’s plan. This plan was developed using recommendations from the Fresno County Superintendent of Schools (FCSS), Fresno County Public Health, California School Nurses Organization, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include but not limited to:

- All staff will wear a mask and encourage other to wear a mask. Maintain social distancing.
- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases, and all FERPA requirements as well.
- Immediately contact the District Office and Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19 via the Index Report Form.

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

- District Office and Health Services Staff: Actively model and support all required public health measures. Consult with Fresno County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.
- Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurses to follow protocols that lower the risk of infectious students being on campus.
- Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact maintenance and operations department if a large-scale disinfecting/cleaning is required.
- Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- School Nurses: Actively model and support all required public health measures. Follow Fresno County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- Transportation Staff: Actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and
open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.

- Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

Additional Staff Expectations for Distance Learning

Teachers
- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite site administrators and training specialists to join zoom meetings for teacher collaboration.
- Collaborate with other grade level or departments to develop and administer regular common formative assessments.
- Log all communication with parents.

Training Specialists
- Provide professional learning/coaching to teachers/administrators on distance learning.
- Be available to support teachers and school administrators with using distance learning tools throughout the day.
- Arrange office hours to be available to teachers/administrators.

Expanded Learning Staff
- Be available to support teachers within Google Classroom and help students with assignments.
- Develop Google Classrooms to support student learning, provide enrichment programming through Google Classroom / SeeSaw and Zoom, and maintain attendance records for student engagement.

School Site Administrators
- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Set up and run a Google Classroom for teachers – use this to share information. Invite Ed Services Staff and training specialists to this classroom.
- Ensure that support staff, instructional aides can access Google Classroom and SeeSaw.

Counselors will support and promote mental health awareness in three tiers of support:

Tier I Universal Mental Health Promotion and Awareness Strategies
- Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students. (Virtual calming room, Monday SEL Lessons, community resources, parent outreach, suicide prevention, self-care, etc.)

Tier II Targeted Strategies

- Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early and other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures with a focus on connecting students to school and supporting their engagement. (Coordination of Services Team meeting, mentoring, school based virtual mental individual counseling for students and caregivers, linkage to community-based services, etc.)

Tier III Intensive Strategies

- Individualized support to improve a student’s behavioral and academic outcomes. Goal is to enhance a student’s quality of life by increasing adaptive skills and decreasing problem behaviors. (suicide risk assessment & safety planning, crisis intervention, behavior contract support, school attendance review board process, referral and linkage to community-based services, 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.]

English Language Learners

English Learners (EL's) will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To achieve this, K-5 EL's will receive a comprehensive program of English Language Development (ELD) via the Sobrato Early Academic Language (SEAL) Practices. Instruction is targeted to their level of proficiency and appropriate academic instruction is delivered. For Grades 6-12 EL newcomers will will be placed in a newcomer ELD class to receive comprehensive instructions to meet their needs and all other EL's in grades 6-12 will receive integrated and designated ELD in their core classes. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. For Integrated ELD, English Learners will receive regular instruction during core coursework.
These practices may include: remote instruction, telephone calls, meetings held on zoom, supplemental physical and virtual resources, online options for data tracking, documentation of services, supports, and accommodations provided, instructional packets, assigned projects, written assignments to EL's

Special Education:
Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. The IEP is the method for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. CHUSD staff will work with each family and student to determine what Free Appropriate Public Education (FAPE) looks like for each student and family during COVID-19 as it may be different from the IEP developed pre-COVID-19. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction.

Homeless and Foster Youth:
Through the district liaison, the needs of homeless and foster youth will continue to be met. CHUSD created a position and an office to meet the needs of our Homeless and Foster Youth population. An administrator on assignment will help ensure that students are supported with logging into their classes, personal visits to check on their general welfare and other needs they may have. Opportunities and programs will be sought out to support these students. CHUSD Student Services will deliver resources to students who lack transportation to pick up their materials. Equally important, CHUSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities whether online or in-person. CHUSD is committed to providing Homeless and Foster Youth students access to mental health providers to support students virtually or on-sit at schools. Students and their caregivers will be provided with information, resources, support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

### 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>Devices and related items such as LTE Ipads with paid internet connection, MacBooks with WIFI-enabled hotspots, headsets, and stylus pens made available for all students who need a device to access distance learning at home.</td>
<td>2,600,000</td>
<td>No</td>
</tr>
<tr>
<td>Additional Technology to Support Distance Learning: iPADS, Macbooks and related equipment/supplies for teachers and support staff</td>
<td>100,000</td>
<td>No</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Assistive technology for Students with Disabilities to access distance learning instruction from home</td>
<td>25,000</td>
<td>No</td>
</tr>
<tr>
<td>Foster Youth Services: Maintain staffing and increase supports that specifically address Foster Youth needs.</td>
<td>5,000</td>
<td>No</td>
</tr>
<tr>
<td>Multilingual Literacy Department: Maintain staffing and increase supports that specifically address English Learner needs, ELD implementation, newcomer programs, and the SEAL Program. The unduplicated count has some of the lowest ELA scores on state and local assessments. To improve language proficiency for English Learners, CHUSD will continue to invest resources to the SEAL Program, an early literacy model to produce language-rich education integrated throughout all subjects for elementary students through grade 5. It is expected that this will increase the ELA score of our unduplicated students. (Supplemental/Concentration Funds)</td>
<td>713,271</td>
<td>Yes</td>
</tr>
<tr>
<td>Collaboration Time: Continue to pay for weekly 1.5 hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID. The unduplicated count has some of the lowest rates of student achievement as measured by local and state assessments. CHUSD has allocated resources to pay teachers for 1.5 hours per month to collaborate and meet the unique needs of each site, which is expected to result in an increase in our unduplicated student achievement. (Supplemental/Concentration Funds)</td>
<td>350,409</td>
<td>Yes</td>
</tr>
<tr>
<td>Instructional Assistants: provide appropriate staffing and adapt delivery of services and supports to distance learning context. The unduplicated student population has some of the lowest rates of performance on ELA local and state assessments. CHUSD will allocate funds for instructional assistants to provide structured and targeted reading intervention and technical device support which will result in an increase in student performance for our unduplicated students. (Supplemental/Concentration Funds)</td>
<td>945,716</td>
<td>Yes</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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</tr>
<tr>
<td>Homeless Services: Maintain existing staffing and increase supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.</td>
<td>5,000</td>
<td>No</td>
</tr>
<tr>
<td>A variety of digital software purchased for distance learning, such as Newsela, Kajitani Multiplication Nation, Nearpod, and others.</td>
<td>154,000</td>
<td>No</td>
</tr>
<tr>
<td>Purchase and send school classroom supplies home to each student to use during distance learning</td>
<td>150,000</td>
<td>No</td>
</tr>
<tr>
<td>Provide professional development training webinars for all teachers and support staff related to distance learning instruction</td>
<td>31,500</td>
<td>No</td>
</tr>
<tr>
<td>Psychologists - CHUSD will allocate resources to maintain school psychologists, who will adapt services and supports for distance learning. The unduplicated student population has some of the highest needs for socio-emotional resources and support. Providing these services will result in improved health and welfare for our unduplicated students. (Supplemental/Concentration Funds)</td>
<td>439,969</td>
<td>Yes</td>
</tr>
<tr>
<td>PPE for support staff and teachers who work in the buildings or arrange for small group sessions as allowed by the State guidelines</td>
<td>150,000</td>
<td>No</td>
</tr>
</tbody>
</table>
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.]

CHUSD’s plan to return is to identify and address the gaps in learning. Specifically, families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. As discussed in an earlier section of this plan, the development of comprehensive programs for English Language Arts (ELA/ELD) and mathematics will include specific guidance for administration of assessments over the course of the 2020-21 school year. This includes the use of Edgenuity as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, Edgenuity assessments in ELA/ELD and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss. School sites are being provided a two to three weeks of time in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school. To address unfinished learning, CHUSD will not make the mistake of testing their students immediately without creating a learning environment that feels safe both psychologically and physically for both students and parents. The first weeks of instruction will emphasize on the importance of the school community and re-engaging our students. It is important to reiterate that assessment of students’ learning status will happen after the students and parents feel safe. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student’s individual learning needs. Administration and District SEAL coaches will also work with their site leadership teams to develop common formative assessments to measure student learning particularly in the areas of English Language Development.

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.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students’ individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a ‘just in time’ rather than ‘just in case’ approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class.
A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class. CHUSD’s full distance learning model implementation model expectation for 2020-2021 will include:

Use of Google Classroom and SeeSaw as the Learning Management System (LMS)
Teacher collaboration built into the weekly schedule
Daily live instruction/interaction
Targeted, structured support for small groups and/or individual students
Specific supports for students with IEPs and for English Learners
Pre and post-assessments aligned with the content
Weekly communications to parents including learning goals, content to be taught via Google Classroom and SeeSaw, success criteria, and assignment details
Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance context.

English Language Learners
English Learners (EL's) will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To achieve this, K-5 EL's will receive a comprehensive program of English Language Development (ELD) via the Sobrato Early Academic Language (SEAL) Practices. Instruction is targeted to their level of proficiency and appropriate academic instruction is delivered. For Grades 6-12 EL newcomers will be placed in a newcomer ELD class to receive comprehensive instructions to meet their needs and all other EL's in grades 6-12 will receive integrated and designated ELD in their core classes. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. For Integrated ELD, English Learners will receive regular instruction during core coursework.
These practices may include: remote instruction. telephone calls, meetings held on zoom, supplemental physical and virtual resources, online options for data tracking, documentation of services, supports, and accommodations provided, instructional packets, assigned projects, written assignments to EL's

Special Education:
Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. The IEP is the method for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. CHUSD staff will work with each family and student to determine what Free Appropriate Public Education (FAPE) looks like for each student and family during COVID-19 as it may be different from the IEP developed pre-COVID-19. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction.

Homeless and Foster Youth:
Through the district liaison, the needs of homeless and foster youth will continue to be met. CHUSD created a position and an office to meet the needs of our Homeless and Foster Youth population. An administrator on assignment will help ensure that students are supported with logging into their classes, personal visits to check on their general welfare and other needs they may have. Opportunities and programs will be sought out to support these students. CHUSD Student Services will deliver resources to students who lack transportation to pick up their materials. Equally important, CHUSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities whether online or in-person. CHUSD is committed to providing Homeless and Foster Youth students access to mental health providers to support students virtually or on-site at schools. Students and their caregivers will be provided with information, resources, support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

**Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
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<tbody>
<tr>
<td>District level benchmarks developments</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>High School Credit Recovery. Priority for seniors within 20 credits of graduation. Foster Youth and Homeless in need of credit recovery. (Summer school)</td>
<td>150,000</td>
<td>No</td>
</tr>
<tr>
<td>Purchase and implement Edgenuity and Khan Academy digital learning software</td>
<td>596,000</td>
<td>No</td>
</tr>
<tr>
<td>Provide intervention support through after school tutoring or pull-out sessions during distance learning</td>
<td>100,000</td>
<td>No</td>
</tr>
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</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.]

CHUSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the distance learning and return plans. The district recognizes the need to support the whole child. Social and emotional support will be provided first and foremost by the classroom teacher especially in light of the added trauma of COVID-19. Teachers will be provided professional development in the social and emotional learning (SEL) practices during distance learning by our school counselors. Counselors are provided SEL professional development from Hatching Results.

Students in need of additional support will have remote access to school counselors, school psychologists, administrators, and/or outside agencies. Although school sites are not fully open, essential mental health services through Turning Point Mental Health Clinic are available by phone and/or video conferencing. If a parent is concerned about how their child is emotionally responding to COVID-19 or other issues, they are encouraged to contact Turning Point Mental Health Clinic at (559) 935-7191. Coalinga-Huron Unified School District works as a partner with Turning Point Mental Health Clinic as a service provider to help contact students, staff, and families to any mental health and wellness support they may need both in-person and remotely.

The district has implemented a new counseling program that is essential to recognizing the needs of our students' mental health and well-being. Counselors discussed the depth and possible duration for additional mental health services needed and the overarching barriers in creating systems of support virtually or within a face-to-face restricted school environment. In our two communities, schools are looked at as the primary social institution responsible for influencing the overall well-being of children and youth. Students' social and emotional well-being is contingent on how well schools develop a comprehensive mental health wellness approach. The work for our parents, communities, and staff will not be easy, however together we can all do our part to make a positive impact on our students during these most difficult times.

Whether schools are preparing for in-classroom learning or virtual instruction, it is critical that mental wellness be a strong consideration in the planning process. Social/emotional counseling will be provided for the purpose of promoting the development of student academic abilities, careers and vocations, and social/emotional skills. Individual/Small Group Counseling will be provided in small groups via zoom or on an individual basis via zoom for students expressing academic challenges, difficulties dealing with relationships, personal concerns, or normal developmental tasks. Counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Such counseling is normally short-term and solution focused in nature. School counselors do not provide therapy. When necessary, referral sources are used to connect students/families to appropriate resources.

Counselors will support and promote mental health awareness in three tiers of support:

Tier I Universal Mental Health Promotion and Awareness Strategies
- Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students. (Virtual calming room, Monday SEL Lessons, community resources, parent outreach, suicide prevention, self-care, etc.)

Tier II Targeted Strategies

- Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, Early and other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures with a focus on connecting students to school and supporting their engagement. (Coordination of Services Team meeting, mentoring, school based virtual mental individual counseling for students and caregivers, linkage to community-based services, etc.)

Tier III Intensive Strategies

- Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problem behaviors. (suicide risk assessment & safety planning, crisis intervention, behavior contract support, school attendance review board process, referral and linkage to community-based services, etc.)

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.]

CHUSD is committed to trust and transparency through active and continued two-way communication with clear, consistent, and specific communication protocols at the site and district level. During this unprecedented pandemic, CHUSD will utilize personalized and automated phone and email communication methods, the district website at chusd.org, and social media outlets to communicate critical information and ongoing updates with families and the community at large. In accordance with California Code of Regulations Title V section 11310, CHUSD will provide communications in English and Spanish to meet the needs of stakeholders. CHUSD recognizes that because parents may have children enrolled in multiple schools across the district it is important that communication protocols, online learning platforms, and expectations are coherent and consistent in engaging parents and the community as partners in learning.

In addition, CHUSD’s Welcome Center Student Supports Staff provides outreach and support to students and families with a focus on
building stronger and healthier relationships. Student Supports provides supportive services to empower and strengthen our community. The Welcome Center provides local resources for families in need. For more information on services provided, call (559) 935-7600 or visit the website at https://sites.google.com/chusd.org/student-services/home

CHUSD’s Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Assembly Bill 77 and Senate Bill 98. Using our Health and Safety Plan, which outlines the processes that our district has adopted to return to school- in person or virtually, in the safest way possible, we have created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed. The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district’s strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district’s definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform or completing a homework packet.

Moving forward, student engagement will be defined as having three components:
Behavioral engagement (physical actions) The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching
Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task
Emotional Engagement (Motivation and Emotional Response) Reflects a student’s involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

The three components of engagement will be monitored and assessed through regular engagement zoom meeting, completion of weekly Google Classroom assignments, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

Pupil progress will be assessed through daily live interactions, district assessments such as aReading and aMath, teacher created assessments, and a variety of assignments. Student attendance will be recorded in the SIS (Aeries), and tracked by weekly synchronous and asynchronous lessons and contact. Attendance will be gathered in several different ways: Live interaction, assignment completion, pupil or parent contact, assessment, and engagement in the Google Classroom platforms. Other means of attendance monitoring for our younger students will be communicated to parents via email or phone and they will require parent partnership. Participation and communication will occur via email, phone, video conferencing, synchronous learning assignments. Weekly engagement records reports will include student attendance, participation, progress, and asynchronous assignment completion. This time value will be provided through lesson plans and student assignments from each teacher to include at least 200 daily instructional minutes for TK-K, 280 minutes for grades 1-3, 300 minutes for grades 4-5, 320 minutes for grades 6-8, 355 minutes for grades 9-12, and 200 minutes for Alternative Education. These minutes will be verified by the certificated teacher of record and approved by the school administrator.
Attendance Intervention Tiers for Distance Learning:
All tiers will progress under the same goal of increasing a student’s participation and academic outcomes.

Tier 1: Universal Prevention
Focus: All Students
-Clear, concise, and consistent communication about schedules and expectations from all school site staff
-Community building to create belonging and connection with weekly lessons and interactions with counselors for each grade level with a focus on social/emotional learning
-Personalized outreach and communication to families when students are absent, attendance clerks at each site will make daily attendance calls and do so in a caring manner with a focus on what the school can do to help facilitate participation
-Attendance clerks and office staff will communicate with appropriate parties (admin, counselors, Student Services, etc.) when a student may need special services (one-on-one counseling, technology help, referrals to outside agencies, etc.)
-The Student Services office will regularly monitor attendance data to activate supports and identify trends

Tier 2: Early Intervention
Focus: Students missing three days or more in a given week (absent 60%)
-Site attendance staff will use absentee data to activate targeted supports
-Site attendance teams (including, but not limited to, attendance clerks and admin) attempt to hold virtual and/or teleconference meetings with students and families
-Individual attendance plans will be developed between the school attendance team and the student and their family to increase participation
-Individual mentoring with counselors or intervention staff when needed to address barriers to academic success and mental health supports, to be held virtually until in-person meetings are permitted
-Students, for whom sites are not able to reach, shall be referred to the Student Services office where the Administrator-on-Special-Assignment will conduct a home visit using proper safety precautions

Tier 3: Intensive Intervention
Focus: Students missing 60% consistently for two or more weeks
-Students who still need additional supports to boost participation after a school site has put in place an attendance plan will be referred to Student Services for the Administrator-on-Special-Assignment to conduct a home visit with the purpose of locating the student and family and assessing the situation
-Meetings will be held with the district attendance team and the student and family (virtually until in-person is permitted) to determine any causes of poor participation and what solutions and supports may be valuable to the student’s success
-Student Services will work with counselors and administrators to connect students to outside agencies where needed
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.]

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These included use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders. Meals were boxed and provided on a multiple day basis, with a 5 day box of lunches and breakfasts provided in May, June and July.

As a District providing meals under the Community Eligibility Program, all enrolled students are provided meals at no cost. On August 31, 2020 the USDA announced that the full waiver allowing the District to feed all children 0-18 would continue through December 2020. The District will operate under this waiver and other waivers that allow the District to feed all children 0-18 boxed 5-day breakfast and lunch meals, available to adults without their children present, served from three different locations in Coalinga and Huron. If the waiver from USDA is not extended beyond December 2020 and the District continues to use the Distance learning model, the District will then ensure that counts of students are taken and any meals not served to students will be funded from a source other than in the National School Lunch and Breakfast program.

During a blended learning model the Nutrition Services department will continue the drive-thru boxed meals for those students who are on the distance learning model and will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Nutrition Services is putting plans into place to maximize safety within the COVID-19 context.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]
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<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
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<tbody>
<tr>
<td>School Nutrition</td>
<td>Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.</td>
<td>20,000</td>
<td>No</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives for our unduplicated students. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context. Our unduplicated students have higher rates of chronic absenteeism than our entire student population. CHUSD expects services performed under this action will improve student engagement, improve student attendance, and improved health and welfare for our unduplicated students. (Supplemental/Concentration Funds)</td>
<td>273,084</td>
<td>Yes</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Nurses and Health Services Assistants: Maintain existing staffing and supports to provide critical health information, referrals, and support for our unduplicated students. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families. Our unduplicated students have experienced great loss during COVID-19 and have a significant need for increased Health &amp; Welfare services. Services provided will improve the health and welfare for our unduplicated students. (Supplemental/Concentration Funds)</td>
<td>960,722</td>
<td>Yes</td>
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<tr>
<td>Distance Learning Program (Distance Learning Professional Development)</td>
<td>Provide Professional Development Days for all certificated represented staff including teachers and counselors. The unduplicated count has some of the lowest rates of performance on local and state assessments. CHUSD will allocate fun to support 3 days of professional development aimed at improving teacher capacity, building teacher understanding of instructional practices, curriculum and instructional technology. In 2020-21 these additional three days were dedicated to distance and blended learning. CHUSD expects that the professional development will impact instructional practices that will result in increased performance by our unduplicated students on local and state assessments. (Supplemental/Concentration Funds)</td>
<td>343,755</td>
<td>Yes</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Maintain existing staffing and supports to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic. Our unduplicated student population has some of the highest social emotional needs and lowest rates of high school graduation. CHUSD is committed to provide caring and supportive counseling services with an emphasis on at-risk students, which is expected lead to higher rates of performance, increased graduation rates and better mental health and well-being for unduplicated students. (Supplemental/Concentration Funds)</td>
<td>1,120,256</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Maintain existing staffing and supports to support district wide parent engagement. Within the school closure context, the Family and Community Engagement staff, including community liaisons, are partnering closely with the Attendance</td>
<td>704,009</td>
<td>Yes</td>
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<tr>
<td>Pupil Engagement and Outreach</td>
<td>and Engagement Office to conduct home visits and other outreach to make contact with ‘unreachable’ students. Our unduplicated students have experienced a great deal of trauma and loss during the COVID-19 pandemic and are in need of increased support from our community liaisons in order to participate in school. CHUSD expects that these services will lead to higher attendance rates by our unduplicated students through stronger home to school connections. (Supplemental/Concentration Funds)</td>
<td>310,552</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance Learning Program (Access to Devices and Connectivity)</td>
<td>Home Visit Program. The unduplicated students have some of the lowest attendance and chronic absenteeism. The District has allocated resources to provide staffing and supports for Home Visits to encourage student attendance in virtual classrooms and provided other support as needed for the student and their families. Such support is expected to strengthen school and home connections resulting in increased attendance rates for our unduplicated students. (Supplemental/Concentration Funds)</td>
<td>606,212</td>
<td>Yes</td>
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</table>

Provide computer lab technicians and library media teachers and aides to provide additional technology trouble shooting and assistance and access to literary materials and resources. The unduplicated students have some of the lowest performances on ELA assessments and computer literacy. To support a literacy-rich technology environment, CHUSD will allocate resources to provide library media teachers and technicians with ongoing support from FCSS Library Services. The district expects that these additional support services for our unduplicated students, will result in higher levels of student literacy and increased student performance as measured by local and state assessments. (Supplemental/Concentration Funds)
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<tbody>
<tr>
<td>Distance Learning Program (Continuity of Instruction)</td>
<td>Continue to provide additional funds to support Gifted and Talented Students. The unduplicated student population has some of the lowest rates of participation in GATE programs. Gate coordinators will work collaboratively to develop uniform procedures for student nomination, testing and indication throughout the district, which will result in an increased number of unduplicated students participating in GATE programs. (Supplemental Concentration Funds)</td>
<td>22,520</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance Learning Program (Continuity of Instruction)</td>
<td>Continue to provide Visual and Performing Arts electives (adapted as necessary for distance learning) Unduplicated students have some of the lowest participation rates in a broad course of study through electives. To increase unduplicated student access to Visual and Performing Arts, CHUSD will allocate resources for Drama, Music and Art Programs. It is expected that this will increase our unduplicated students' access to a broad course of study. (Supplemental/Concentration Funds)</td>
<td>484,979</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance Learning Program (Continuity of Instruction)</td>
<td>Continue to fund elementary physical education teachers through reassignment during distance learning to assist with virtual instruction and also return to regular PE once school is in session. The unduplicated students have some of the lowest performances in state assessments. To address this issue, CHUSD will allocate resources to maintain Elementary PE teachers. PE time will provide additional opportunities for targeted intervention for &quot;at risk&quot; students in a small group setting at the elementary level. CHUSD expects services performed under this action to improve unduplicated count student learning as measured by established local measures. (Supplemental/Concentration Funds)</td>
<td>496,221</td>
<td>Yes</td>
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<tr>
<td>In-Person Instructional Offerings</td>
<td>Continue to provide budget for Athletics and Co-curricular activities that will resume when allowed by State and Health Department. The unduplicated students have some of the lowest attendance rates and highest chronic absenteeism. The unduplicated student population has some of the lowest participation rates in athletics which is a key engagement activity for students. CHUSD will allocate funds and actively encourage participation by the unduplicated student population which will impact their engagement and result in higher attendance rates. (Supplemental/Concentration Funds)</td>
<td>785,134</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance Learning Program (Continuity of Instruction)</td>
<td>Maintain Alternative Education Program adapted as needed to distance learning. The unduplicated students have a low rate of college and career readiness across our district. CHUSD will allocate resources to support the district's alternative education program in a way that integrates learning through sustained family-like support systems. Counselors and teachers will collaborate on individual academic plan to promote college and career readiness for &quot;at risk&quot; students. We expect that this action will help to increase the college and career readiness of our unduplicated students. (Supplemental/Concentration Funds)</td>
<td>1,311,595</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance Learning Program (Continuity of Instruction)</td>
<td>Maintain Advanced Placement Program adapted as needed to distance learning. The unduplicated count has some of the lowest participation rates in Advanced Placement and Foreign Language Courses. CHUSD will allocate resources to support, expand and improve access to Advanced Placement and Foreign Language courses with an emphasis on unduplicated student population. We expect that this action will increase participation rates in Advanced Placement and Foreign Language classes for our unduplicated students. (Supplemental/Concentration Funds)</td>
<td>293,794</td>
<td>Yes</td>
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<tr>
<td>Distance Learning Program (Continuity of Instruction)</td>
<td>Maintain Career Technical Education Program adapted as needed to distance learning. The unduplicated student population has some of the lowest participation rates in career education. CHUSD will allocate resources to maintain the number of course offerings in CTE and work to increase participation by the unduplicated student population which will also have an impact graduation rates. (Supplemental/Concentration Funds)</td>
<td>852,201</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance Learning Program (Staff Roles and Responsibilities)</td>
<td>Continue to fund Assistant Principal positions whose responsibilities adapted as needed to distance learning. The unduplicated student population has some of the lowest rates of student achievement as measured by state and local indicators. CHUSD will allocate resources to provide assistant principals who provide additional support such as supporting classroom teachers, determination of school and community needs, supervision and counseling of students, oversight of student activities and assistance with early intervention strategies all of which the unduplicated student population needs and is expected to increase graduation rates for our unduplicated student population. (Supplemental/Concentration Funds)</td>
<td>831,411</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance Learning Program (Access to Devices and Connectivity)</td>
<td>Purchase of replacement technology devices and related items as needed. Our unduplicated students have the lowest rate of access to educational technology. Access to information through technology is an essential part of the state standards and their assessment; providing technology devices and related items will result in an increase to the unduplicated student population achievement. (Supplemental/Concentration Funds)</td>
<td>712,968</td>
<td>Yes</td>
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</table>
### In-Person Instructional Offerings

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<tbody>
<tr>
<td>In-Person Instructional Offerings</td>
<td>Educational field trips and camps. The unduplicated student population have the least access to educational opportunities outside of school. CHUSD will allocate resources to provide extended learning opportunities during the school year and summer program to provide extended learning opportunities through field trips and camps. These opportunities will support CCSS implementation, promote outdoor education and will enhance unduplicated student knowledge of their community and California. (Supplemental/Concentration Funds)</td>
<td>263,330</td>
<td>Yes</td>
</tr>
<tr>
<td>In-Person Instructional Offerings</td>
<td>Introduction to College/Career. The unduplicated student population has some of the lowest participation rates in college/career experiences and lowest rates of A-G completion. CHUSD will provide college and career opportunities, such as guest speakers, campus and career visits and information needed to pursue higher education and/or career training, resulting in higher rates of participation in A-G courses and/or CTE/ROP classes for our unduplicated students. (Supplemental/Concentration Funds)</td>
<td>100,000</td>
<td>Yes</td>
</tr>
</tbody>
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### 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>35.70%</td>
<td>$12,922,108</td>
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</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.]

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.]

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 Coalinga-Huron Unified School District 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. These 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 35.70% using the dollar amount of $12,922,108. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by budgeting $12,922,108 on actions and/or services principally directed towards the unduplicated student population.