California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

Located approximately 60 miles east of Los Angeles, Corona-Norco Unified School District (CNUSD) is the largest school district in Riverside County and the ninth largest in the state of California. As a large urban school district CNUSD serves over 53,000 students. CNUSD is comprised of 51 schools and serves a diverse student population which includes 53% Hispanic, 26% White, 10% Asian, 6% African American and 3% Filipino.   In CNUSD almost 50% of the students are considered to be unduplicated and 46% are eligible for free and reduced meals, 0.4% are Foster Youth and 15.4% are classified as English Learners. Considering the schools in CNUSD, 5 elementary schools are on a multi-track year-round calendar with the rest of the schools on a traditional academic calendar.

Riverside University Health Systems-Public Health and Riverside County Office of Education, as well as federal and state agencies responded to the COVID-19 Pandemic by closing schools on March 13, 2020. CNUSD had been preparing for such a move and worked quickly to implement the CNUSD Continuity of Learning Plan. As the Pandemic has had a profound impact in all areas of the district, students, parents, teachers, site personnel, district staff and community members it was critical that the plan consider all. To address these deep changes, the CNUSD Continuity of Learning Plan addressed quality instruction for all, professional learning for teachers and staff to address the demands for distance learning, ensuring access to basic needs such as food for families and amplification and access to social emotional supports for all.   The first step was the development of a comprehensive online instructional resource site which was launched on March 18, 2020. This included assets focused on core subjects, non-core subjects, and included suggested student schedules. During the first few weeks, enrichment was provided, and Distance Learning began on April 13, 2020. Hard copy packets were available to support students in English Language Arts and Math in addition to the online assets. Information was gathered through surveys regarding family needs for devices and access to internet and deployment of devices and hot spots began on April 6, 2020.

Surveys went out the community to gather information regarding program choices for the academic year 2020/21.   These surveys included questions regarding family preferences on student instructional programs, Remote/Traditional and Virtual options, as well as questions regarding technology and internet readiness on the part of the families for the remote and virtual program. This information was used to formulate the instructional programs and to define the processes of procurement of technology to support students.

On June 16, 2020, the CNUSD Board of Education decided that the CNUSD Year-Round (YRS) schools would open on July 6, 2020 as a Remote/Traditional program in the remote setting based on guidance from the Riverside University Health Systems-Public Health. It was

decided at that time that all other schools which opened August 2020 would open as a traditional setting with full physical learning experience.   As the numbers of COVID-19 cases continued to rise, direction was then received on July 17, 2020 from the state that schools could not open with a physical return. As such, the Remote/Traditional track opened in the remote setting.

Based on the survey results and enrollment information, over 14,000 students were placed in the CNUSD Virtual track and approximately 39,000 students remained in the Remote/Traditional track.   To prepare for the implementation of both learning models, CNUSD has offered almost 600 Professional Learning workshops with more than 2,000 teachers attending these sessions. Professional Learning opportunities include content/digital program specific workshops. They include: Training to implement Edgenuity (the digital platform for the virtual track), Using Google Classroom in the virtual setting, for beginners and for advanced users, How to effectively use Zoom for synchronous instruction, Virtual supports for students on IEPs, Implementing SEL strategies to support students and Staff and Virtual based content sessions.

Various digital tools have been purchased to support digital instruction. These include licenses for Edgenuity, Zoom, Pear Deck, Studies Weekly, Screencastify, Raz Kids and Moby Max. Professional learning opportunities have been offered to support the implementation of these tools and implementation of a quality digital instructional program.

Currently, over 15,000 devices have been distributed and over 3,800 hotspots have been given to families. Device distribution began in March with priority for distribution given to socially-economically disadvantaged students. An additional 35,000 devices are on order. CNUSD is experiencing delays in the delivery of these devices.

Stakeholder Engagement

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

Collaboration is so much a part of the work in CNUSD and is integral to the culture in the district. With that said, community engagement ensures an understanding of current needs, engenders greater trust between the parties, and promotes strong partnerships. As such, the outreach to our community for the Learning Continuity and Attendance Plan was broad and comprehensive.   In the outreach were included a diverse group of families and teachers of high needs students, English learners, students in poverty, foster students, and students with unique learning needs.   Involved in the consultation have been parents, students, teachers, principals, and administrators along with both bargaining units.

During the COVID-19 Pandemic, community outreach has been in various forms, both virtual and in other non-digital forms. Student voice is always very important when considering focus of efforts at CNUSD. Information was gathered from our students regarding their opinions and recommendations about additional supports for students in both academic areas and in the area of mental health.   On August 7, 2020, the District English Language Advisory Committee met via Zoom to discuss the Learning Continuity and Attendance Plan and to provide input regarding additional supports and needs for the students and families during the Pandemic. This input focused on supports for struggling students, additional aids for families to support their students, types of assistance that students and families might need in the area of Mental Health as well as how to work with families who are having difficulty engaging in the learning activities.

A digital community survey, in English and Spanish, was launched on August 14, 2020 asking the community their opinions regarding student and family needs during the COVID-19 Pandemic and for input on what is needed to support the students and families. The survey asked them to rank multiple support options in the areas of academic and mental health aids for students and families. Additionally, a text

box allowed them to input any suggestions that they felt might be helpful to assist families and students that may not have been covered in the list of support options. The community survey closed on August 28, 2020. A printed copy of the survey was disseminated during the Grab and Go Meal Pick-up on August 24, 2020 and was collected on August 31, 2020 during the same Grab and Go Pick-up times.

On August 20, 2020, during a Community Advisory Committee meeting (a parent group for students with unique learning needs) input was requested regarding the needs for these students and families along with suggestions on how to meet those needs. On August 25, 2020, input was gathered during a District Advisory Committee meeting about the needs of students in poverty. On August 27, 2020 during a meeting with California School Employees Association (CSEA) representatives, input was gathered regarding the student and family needs and the supports that could meet those needs. On August 28, 2020 during a meeting with Corona-Norco Teachers Association (CNTA) input and suggestions were collected regarding the Learning Continuity and Attendance Plan.

The Learning Continuity and Attendance Plan was posted on the CNUSD Website for comment on September 2, 2020. Comments and questions will be accepted until September 15, 2020 when the plan has been scheduled for CNUSD School Board approval.

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

During the COVID-19 Pandemic, safety has been paramount and community outreach reflected this awareness of safety practices when working with our community. To request and encourage stakeholder engagement and input, phone calls, emails, text messages, public meetings and social media posts began March 2020. This provided a process for all community members to participate in the planning of instructional programs and provide input in the implementation of the CNUSD Safety Plan. Additionally, a weekly community newsletter and weekly staff newsletter were instituted to provide the most up to date information for all.

CNUSD Board meetings were live streamed on the CNUSD YouTube page during the months of April, May, June, and July 2020. Stakeholder comments were submitted through email and read aloud during the public meetings. Videos of these meetings were available for the public to view and for comments.

Multiple surveys during the Spring and Summer 2020 were provided to the community to gather input and to provide a venue for community voice.

All meetings were held via Zoom that was accessed electronically and telephonically by the community. The community survey was offered in both a digital format as well as in printed version in English and Spanish.

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

Input for the Learning Continuity and Attendance Plan was gathered from a diverse group of community and stakeholders. Analysis of this feedback has provided insight into the needs of the community. This analysis included identification of trends in the data and was used to build out the Learning Continuity and Attendance Plan.

 Student voice provided the following recommendations:

- Student intervention support for struggling students and expansion of Summer School
- Additional technology to support instruction for students
- Additional mental health support for students including extra support for foster students
- Expansion of the academic support and the mental health support at the CNUSD Parent Center.

The District English Language Advisory Committee provided the following recommendations:

- Additional tutoring opportunities and intervention support both online and with a teacher
- Continue to expand the numbers of devices available to students
- Support for families with additional learning opportunities in the area of technology usage and how to navigate the websites needed
- More counselor engagement and social emotional activities
- Multiple ways of communicating with parents on a frequent basis.

The Community Survey recommended the following:

- Extra time with tutors and frequent communication with teachers
- Workshops for parents on how to use digital resources such as Google Classroom, Zoom and educational websites
- Opportunities for students to engage in nonacademic activities with their peers
- Social Emotional learning activities built into the student's regular schedule
- Administrators and teachers connecting directly with parents to provide support
- Additional technology to support instruction for students.

The Community Advisory Committee provide the following input:

- Tutoring time with online programs and with staff, including small group instruction
- More in-home support for students
- Additional home-school communication such as posted assignments for the week or month
- Additional counseling time for students via phone or Zoom
- Additional technology to support instruction for students.

The California School Employees Association representatives suggested the following recommendations:

- Support for younger learners on focus and engagement
- Access to resources and differentiated support for students
- Offer resources such a group settings and outlets for students to talk to, in order to support social emotional learning
- Workshops for parents in the area of technology and how to navigate remote learning.

The Corona Norco Teachers Association recommended the following:

- Additional tutoring opportunities for students using various means such as Academic Saturday School, expansion of the Parent Center tutoring offerings, employing the sub pool, and site teachers
- Use the CNUSD YouTube channel to post basic training videos catalogued according to topics to support parents during Remote Learning and provide this in multiple languages
- Support Social Emotional Learning through various means – virtual field trips, virtual groups for students to interact and "hang out", organization of "interest groups" of students to meet up and collaborate
- Engage in home visits to ensure student engagement in the learning process, as well as provide opportunities for families to engage with school staff

- Provide for outreach to families to inform them of resources for basic needs.

Collaboration is a vital part of the culture in CNUSD and the input from the community, students and families is very important to the creation of this plan. The following initiatives were directly related to the aforementioned recommendations:

- The CNUSD Board's decision to provide remote instruction until safe to reopen based on state and local directives.
- CNUSD will continue to expand the availability of devices and hot spots for students.
- Schools will open safely with all the needed supports such as social distancing and protective equipment when practicable and allowed.
- Continued workshops will be provided to parents and families regarding technology usage and support for families during Remote Learning. This will include a central location where videos and resources will be housed to ease access issues.
- Expansion of the support for Social Emotional Learning for students through various means.
- Provide small group instruction and tutoring for struggling students.
- Specialized tools for instruction will be purchased to support Remote Learning (Screencastify, Zoom, RAZ Kids, Edgenuity).
- The creation of various tools to support Mental Health such as the digital CNUSD Calming Room.
- Continued expansion of the messaging and communication methods to broaden support for the community.

Continuity of Learning

In-Person Instructional Offerings

On June 16, 2020, the CNUSD Board of Education made the decision for schools to open physically in August 2020. Preparations were made to support that decision by staff.   As the numbers of COVID-19 cases continued to rise, direction was then received on July 17, 2020 from the state that schools could not open with a physical return. As such, the Remote/Traditional track opened and remains in the remote setting. In preparation for inviting students and families back to the school buildings, bulk purchases of personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies including, but not limited to, thermometers, electrostatic sanitizing machines, portable hand sanitizer dispensers, masks, face shields, gloves, and gowns have been purchased. Training has been provided for staff in the areas of safe practices during the COVID-19 Pandemic including daily health screening, temperature screening, frequent hand washing and social distancing. As information becomes available, practices are adjusted, and the training is revisited. Additionally, school site leadership has developed plans to safely provide quality, classroom-based instruction in the Remote or Traditional setting. Each plan includes protocols to ensure the safety of students and staff, consistent with public health guidance, including student ingress and egress of the school, when and where hygiene practices can take place, the need for protective equipment, appropriate social distancing, and adequate time to clean and disinfect thereby ensuring physical health and safety in classrooms and school campuses.

In the Remote/Traditional program, students will toggle between the remote setting and the physical return model based on conditions and direction provide by the county and state. This program provides standards-based curriculum, utilizes the district core instructional materials adoptions, and provides for First Best Instruction based on the CNUSD Instructional Framework. Teachers will provide data informed instruction that support student progress and intervenes when necessary. To support this instruction during the COVID-19 Pandemic, teams of teachers designed Modeled Units of Study with resources that can be implemented in a traditional, in person setting and in the Remote setting. These Modeled Units of Study represent a curation of the CNUSD core curriculum that focuses on the essential standards and provides digital assets for the teacher to use in instruction. Resources developed by CNUSD counselors provide lessons and strategies to support Social Emotional Learning to be incorporated during the instructional day. Additionally, counseling staff will work with small groups and individuals as the need arises to support healthy social emotional adjustment for students and address student mental health needs.

Support will be provided to students who have experienced significant learning loss or who are at a greater risk of experiencing learning loss. This will be done in the remote/virtual setting by providing small group instruction and interventions using digital core curriculum and supplemental materials and will be tailored to the specific, identified learning gaps. Data from various assessments including iReady, formative and summative assessments will be used to define the focus of the interventions. This data will be disaggregated to identify areas of learning loss that are specific to our English Learners, students in poverty, foster students, homeless students, and students on IEPs. The intervention supports will be tailored to the needs of specific students based on the data. In the remote/ virtual setting, these will be provided using digital curriculum. As we transition to in person instruction, a small cohort approach will be used.

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

Description	Total Funds	Contributing
Desk Shields for students	$ 1,216,982	N
Personal Protective Equipment for staff	$ 37,311	N

Distance Learning Program

Continuity of Instruction

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

As the CNUSD community communicated the need for the two instructional programs currently offered in CNUSD, the work began to implement the Remote/Traditional program and the Virtual program. As was described previously, the Remote/Traditional program is currently in a remote setting. While students in the Remote/Traditional setting will toggle from remote to physical return as conditions change, the students in the Virtual program are intended to stay remote for the full year. With that said, parents will have the option of moving from the Virtual program at trimester or semester break, if space provides. The Virtual program employs the online program, Edgenuity which focuses on core content delivered through a virtual platform and include some print assets. Along with assessment data available through Edgenuity, teachers have access to diagnostic data from various programs such as iReady and curriculum that will support

identifying learning gaps to intervene and support students, as necessary. With this data, teachers can make professional decisions and utilize various resources and curriculum that have been purchased. These resources have been chosen to augment the virtual curriculum and supports students toward academic success and grade level proficiencies.

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.]

CNUSD actively reached out to parents to gather information regarding the individual needs and access to a device and internet. These needs have been captured through our student information system to ensure accuracy of information. From the district level, this outreach has been done via phone calls, newsletters, text messages, emails, and social media. Additionally, the sites have worked with their individual communities to gather these needs.   In March 2020, the focus was to make sure that all families had access to one device and priority was given to the students in poverty for initial deployment using our student information system. As more technology, devices and Wi-Fi hot spots were ordered and received. The district devices were deployed based on the numbers of students in families.   In anticipation of the additional needs from our students, an order was placed in May 2020 for additional devices and Wi-Fi hot spots. Due to disruptions in the supply chain, we have not received this order yet and still have approximately 9,000 students in need of devices. As of August 26, 2020, we have deployed 15,127 devices and 3,910 Wi-Fi hot spots.

With the move to remote learning, support for students, families, and teachers in the area of access to technology has been ongoing. Assistance has been provided on a number of topics including basic operation of technology, how to change passwords, how to access and use google classroom and other technology resources and operation of various apps and programs. CNUSD has taken an "all hands-on deck" approach when providing this assistance. Site level staff have all stepped in to support families as well as the CNUSD Parent Center, the district Instructional Technology Division, and Educational Services. Virtual and in person support has been offered. These types of support are ongoing.

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.]

In CNUSD, all students will engage in daily live engagement with their teachers. Within the professional day, educators will provide a minimum of daily instructional minutes to students as required in the chart below. Instructional time shall be based on the time value of assignments as determined by teachers and daily live interactions.

Instructional minutes for students for 20-21

Grade	Minimum Instructional Minutes = daily live interaction + independently completed assignments.			
TK-K	180 minutes			
1-6	240 minutes			
6-12 *MS/HS*	240 minutes	3 period block: 80 min/period	6 period day: 40 min/period	7 period day: 35 min/period
Continuation	180 minutes *Pollard & Orange Grove*			

As part of the quality instructional program in CNUSD, teachers will plan and provide standards-based, content appropriate instruction, utilizing google classroom or canvas as the LMS districtwide. Equity is paramount in CNUSD and as such, teachers will support diverse learners and provide students the opportunity to participate in academic activity daily. As part of the CNUSD focus on social emotional learning, teachers will implement lessons that build rapport and connections with students and families. Just as in a brick and mortar classroom, student work completion and quality will be monitored and graded. Additional support will be provided in the form of designated English Language Development for English Learners as well as Integrated ELD during content instruction. Students on IEPs will receive additional support through interventions as well as specific assistance as written into their Individual Education Plan. Data will be used to inform focus and instruction for all students and interventions will be provided.

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.]

In response to COVID-19 and with the district focus on safety, all Professional Learning (PL) opportunities were offered in an online format. The trainings were also recorded and archived on our district website for teachers to access on a continuous basis. Almost all training sessions were designed and led by our CNUSD classroom teachers and teachers on special assignment. There were a very few trainings offered with company trainers and those are specifically listed.

Multiple sessions of all the trainings were offered that are listed below. Workshops were offered in the areas of supporting English learners, supporting student with special needs, gradebooks, social-emotional learning, technology support and programs, curriculum support and collaboration, and sessions specific to our new virtual program.

Professional Learning Opportunities

A number of 592 Professional Learning sessions have been offered since June 1, 2020. Our teachers and administrators have logged over 16,861 professional learning hours with many teachers attending multiple sessions. This reflects 2,153 individual staff members attending at least one session. These professional learning sessions were focused on the needs of the classroom teachers. As we look towards September and beyond, additional sessions will be added for our classified staff to support them during remote and virtual learning and to better support our students.

Supporting English Learners

- Working with English Learners
- EL strategies for content specific classrooms
- iLit ELL introduction
- iLit ELL collaboration
- Translation tools to bridge the gap for ELs
- Bilingual Paraprofessionals TK-12: Working with English Learners During Remote and Virtual Setting
- ELLevation Strategies for DLI Teachers
- Listening and Speaking Strategies to Support English Learners in Middle School
- Strategies to Support English Learners in Remote and Virtual Setting (K-6)
- Benchmark Designated ELD Remote Learning Resources Training (K-6)

Supporting students with special needs

- ELA accommodations for student with disabilities
- IEPs in 2020-2021
- Conducting Virtual IEPs
- SEIS 101
- Utilizing Your Paraeducators during Remote/Virtual Learning (SPED STAFF ONLY)
- The Remote learning classroom for elementary Special Day class teachers
- Scheduling and Collaboration for the SDC Classroom
- PALS Preschool-Elementary Units of Study (SPED staff only)
- Units of study SDC/SH Secondary (SPED STAFF ONLY)
- Elementary SDC/SH Units of Study (SPED STAFF ONLY)
- Partnering with Families to Change Behavior (SPED STAFF ONLY)

Gradebooks

- Setting up the gradebook to start the year
- Q Gradebook & Attendance for Beginners
- Managing the gradebook and posting grades in a remote environment
- Using Illuminate - Push to gradebook

Social-emotional Learning

- Building relationships with students through remote learning
- Emotions matter: Awareness and management of Self
- Emotions Matter - Taking Care of Self and Others - Part 2
- Social Emotional Learning in Action
- SEL in Action: Using SEL Strategies and Activities in the Virtual Setting to Support Students and Staff

Technology support and programs

- Communicating with student and parents through School Messenger and Q
- Student Voice with Flipgrid and Screencasting
- Amplify Student Voice with Flipgrid + Screencasting
- Screencastify
- Digital lesson design throughout the content areas
- Eduprotocols: Customizable lesson frames
- Google Slides 101
- Engaging with Google slides
- Google Slides - the next level
- Hyperslides
- Getting to know Google Docs
- Google Docs 2.0
- Google Classroom for the Timid Techie
- Google Classroom 101
- Google Classroom 201
- Google Forms
- Turning Google Docs into Google Forms
- Google Sites for Non-Rostered Service Providers (Sp. Ed/Counselor Specific) Zoom Basics for synchronous engagement
- Zoom advanced topics for remote learning
- Making magic with Microsoft
- Screencastify
- Using Discovery Education
- Using Illuminate - Creating and administering flex assessments
- Using Illuminate Remotely (Grade 6 - 12 PE Teachers)
- ESGI for TK-1st grade (digital assessment program for individual students at the primary grades)
- Peardeck introductory training with the company

Curriculum support and collaboration

- Elementary and Secondary curriculum development orientations
- Elementary ELA resources for remote learning
- Elementary Math resources for remote learning
- K-2 math weekly resources for Remote & Virtual Instruction
- Grades 3 - 6 math weekly resources for Remote & Virtual Instruction
- Math Academy collaboration for our secondary math teachers
- Math remote learning kickoff for our elementary teachers
- Pearson/MyPerspectives curriculum for our secondary ELA teachers
- Pearson/Saavas Realize curriculum for our secondary Math teachers

- VAPA Model Units of Study
- Taking your PLC virtual

Professional Learning opportunities for virtual teachers up to the end of September

- Grades K-5 Introduction to coursework and Edgenuity presented by the company
- Grades 6-12th Introduction to coursework and Edgenuity presented by the company
- Unique Learning Systems Curriculum (ULS) in a Virtual Setting with SH and PALS
- Best Practices to Start the Virtual School Year for Secondary Virtual Teachers
- Edgenuity Basics 101 for Secondary Teachers
- Edgenuity - Making Course Settings Work for You
- Zoom advanced topics for virtual environment
- Virtual teacher collaboration time for different content areas: ELA, History, Science, Math, ELD, World Languages, Visual Arts, PE, & Health
- Edgenuity courseware data and progress monitoring presented by the company
- Virtual Daily Attendance Process Training (7th - 12th grade)
- Q Gradebook & Attendance (Virtual Learning Teachers)
- Google Slides for the Timid Techie (Virtual)
- Google Classroom 101 (Virtual)
- Zoom Advanced Topics (Virtual ONLY)

Staff Roles and Responsibilities

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

The responsibilities of educators in CNUSD has shifted vastly with the COVID -19 Pandemic. With the closure of schools on March 13, 2020, the prevailing mode of instruction shifted from face to face instruction in a brick and mortar building to online, virtual instruction. While making the shift, CNUSD needed to build the system and processes to address these changes. Resources were identified to support online, remote instruction, and curriculum was curated and created to address the virtual need. Professional Learning processes pivoted from face to face sessions to virtual workshops. Technology build out with devices and internet access moved at a neck breaking speed. All of these actions included changing responsibilities of CNUSD staff, teachers, administrators, and classified individuals. The CNUSD staff has always embraced a, "whatever it takes" attitude and never did this become more important.

Adjusting for the "new normal" of the Pandemic, communication become even more important and staff in CNUSD expanded the communication process to include weekly newsletters to the staff and another focused for the community. Additionally, social media was employed to expand our messages to the community. Daily meetings are held at 8:00 AM to discuss the day's pressing topics as we continue to build out and refine our educational programs. These initially began in Educational Services and gradually were enlarged to include all district divisions. Principal meetings were expanded and focused to discuss doing business in the Pandemic.

The profession as a teacher in a remote environment has been transformed and thereby the responsibilities have changed dramatically. Teachers had to move their research-based strategies that were in use before March 13, 2020 into a digital classroom. Although making that

shift has been difficult, it has also been exciting. Teachers moved into Google classrooms and employed various tools to maintain the high teaching standards that have long been part of the CNUSD program.

Classified staff have had to make changes as well as working remotely and supporting CNUSD families has been a challenge. Various classified staff are engaged in activities that are new to them. As part of the team, they have jumped in to support the district and school sites to provide needed services. These include making copies of print materials for students in the remote setting, providing technical support and working with parents to link them to resources for basic needs. Some duties have remained the same such as Special Education Instructional Aides will support instruction within the virtual classroom and collaborate with teachers to provide necessary accommodations for students pushing into the general education classes. Instructional Aides will also support pull out small group instruction for reteaching and intervention. Bilingual Instructional Aides will support the instruction of English learners within the virtual classroom and collaborate with teachers and families of English learners to provide the necessary supports for students, while also promoting communication between students/families and teachers. Bilingual Instructional Aides will assist in facilitating virtual class discussions with ELs and will support with interventions and small group instruction where needed.

Lastly, staff has been implementing the new safety measures at all district facilities. The CNUSD facilities department has installed plexiglass barriers in all buildings, additional handwashing stations have been installed and protective gear has been distributed. Daily health screenings have been instituted along with daily temperature checks. All of this is in addition to the wearing of masks and engaging in social distancing.

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.]

School closures impact all of the CNUSD students and most especially the students with unique needs such as English Learners and pupils with exceptional needs, foster students, and homeless students. With that in mind the following measures have been put in place:

English Learners

- Provided extensive professional development to teachers focused on meeting the needs of English Learners in a virtual classroom. Topics included the importance of language development throughout the day, key strategies to support Designated and Integrated ELD, the importance of using visuals, ensuring comprehensible input and the importance of cultivating relationships with English Learners.
- Developed digital adaptations for Designated ELD lessons K-12 for all English language proficiency descriptors (Emerging, Expanding, Bridging) and trained teachers in their implementation.
- Created remote learning plans for use in designated ELD instruction. These plants included videos to support both teacher and students navigation of the core ELD curriculum, slide presentations for teachers to use, getting to know you activities to help teachers learn about their students and daily suggested SEL activities to make sure the social emotional needs of our students are being addressed.
- CNUSD provided specific professional development opportunities for content area teachers that focused on Integrated ELD approaches in a digital environment. Teachers were provided with additional technological resources to ensure English Learners language needs are met.

- EL and Equity TSAs partnered with Pearson/Saavas trainers to provide training for our new secondary ELD teachers on how to navigate iLit ELL, our adopted curriculum for secondary ELD. Teachers were able to experience iLit from both the teacher and student perspective as they walked through the lesson components and assessments.
  - iLit ELL Remote Learning Plans, Training and Collaboration
  - Suggested remote resources and lessons were provided to teachers with implementation training. Teacher videos were created to explain lesson steps, student videos were created to support use of the iLit platform, along with slide presentations and "getting to know you" activities. Daily SEL resources were among the resources provided.
- DELAC is an integral part of the additional supports provided to English Learners. DELAC provides a venue to gain insight and advice on programs and approaches to our students and what assistance they may need. This important group informs us of the needs that parent may have during the pandemic.

Students with Exceptional needs

- Teacher teams created Modeled Units of Study for all specialized programs that assist teachers in the remote setting for students on IEPs.
- Students on IEPs are being offered services remotely during school closures to mirror services that can be delivered in accordance to local health requirements
- Specialized Professional Learning opportunities include:
  - Model Units of Study,
  - Utilizing Paraeducators in Remote Learning,
  - IEPs in 2020-2021,
  - ELA Accommodations in Remote Learning,
  - Teletherapy for Speech Language Pathologists,
  - Google Classroom Basics for Special Educators, and
  - Partnering with Parents in Dealing with Challenging Behaviors

Foster Students

Foster youth continue to receive additional support during the COVID-19 Pandemic. The CNUSD LCAP funds support specific personnel that provide supplemental services such as a counselor. This support included:

- Reach out to all foster families to inform them of additional resources and support available to them
- Foster youth students receive check-ins from CNUSD counselors regarding engagement in Distance Learning with an offer of support for mental health needs
- Check-ins are performed to ensure continued student engagement and to remove any barriers to student achievement
- Services are provided to connect foster youth with social workers and educational liaisons with guidance on registration to higher institutions of learning and other resources by site counselors and Foster Youth counselor
- The CNUSD foster youth counselor uses various means to engage with the students such as Zoom, phone call check-ins and email Collaboration with the Eastside Church in Corona, Ca. resulted in the donation of 5 laptops to support foster students
- District foster youth counselor has created a virtual "All Stars Program" office with resources including:
  - All Stars Program website with resources

        - Letters to all families about the All Stars Program and resources
        - Virtual guardian All Stars program information session in Sept/Oct
        - CNUSD All Stars Foster Youth Program - https://www.smore.com/t37rz
- Create a social media presence for CNUSD foster youth
- Newsletters to families with resources
- Mental health needs check-ins with students
- Virtual college visits (district supported and through RCOE)
- Virtual district and site events (tour a museum, zoo, speakers, etc.)
- College app/financial aid support
- Collaboration with Norco College for support
- Creating monthly lesson plans for virtual meetings.

Homeless Students

During the COVID-19 Pandemic, numbers of homeless students are rising and support for these students is vital to their progress. Along with the mental health and academic supports mentioned above, the following are supports specifically for the homeless students:

- Classroom supplies will be provided to them including backpacks, paper, pencils, markers, etc.
- Gas cards to support their transportation needs
- Resources to support basic needs such as food, clothing, and shelter
- Counseling support for high school students to allow for partial credit where applicable

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

Description	Total Funds	Contributing
Software for Virtual program	$ 1,871,456	N
Technology for students and teachers including devices and hotspots	$ 17,782,111	N
Peardeck license to support effective instruction	$ 52,930	N
RAZ Kids licenses to support early literacy instruction	$ 32,516	Y
Virtual Science Lab Program to support remote science instruction	$ 51,000	N
Studies Weekly to support effective instruction in Social Studies and Science	$ 240,000	Y
Purchase of Novels to support literacy instruction in elementary schools in the virtual program	$ 74,000	Y
Professional Learning opportunities for teachers	$ 1,800,000	Y

Pupil Learning Loss

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

CNUSD has in place a comprehensive assessment plan to monitor and support student achievement. Interventions are applied using the data from these assessments. Interventions and student support can take the form of individual student support, small group instruction and digital intervention programs. Both Virtual and Remote/Traditional programs will implement assessments to include:
- ESGI assessments for early literacy
- iReady, K-8, for literacy and math
- SBAC Interim Block assessments
- Content specific assessments embedded in the CNUSD core materials from content areas for the Remote/Traditional program and assessments in Edgenuity for the Virtual program
- Formative and summative assessments that are teacher created
- RAZ Kids assessment for TK-3 students in the Virtual program

CNUSD is a strong proponent of data informed instruction and continues to use assessment data to support all areas of the classroom including both interventions and enrichment, particularly in the areas of literacy and math. ESGI assessments provide specific information to teachers in the area of early literacy and provides the information and the ability to deliver specific interventions by way of small group and individual instruction and are administered on an ongoing basis with an interval of about 4 weeks. Data from the iReady diagnostic, given on a trimester/semester basis, provides a digital individual intervention program with a series of lessons tailored to the students' needs based on the results of the diagnostic assessment in the areas of English Language Arts and Math, TK-8. These lessons are adaptive, meaning that the lessons adjust to suit the student's needs. Once the student's level is determined, lessons are delivered to students based on where they are and targets growth using the appropriate intervention strategies. These programs allow a student's teacher to monitor progress and personalize learning. Monitoring progress is imperative as learning gaps are defined. Diagnostic and formative assessments will be administered within the intervention blocks.

Along with this, for grades 9-12, Interim Assessment Blocks will be used to determine learning gaps and to provide information to teachers regarding student intervention needs. Specialized programs such as READ 180 and Math 180 provide intensive support to students closely aligned to frequent assessment and monitoring. Both are focused in the CNUSD secondary schools and provide digital access to intervention support along with DreamBox, a digital intervention program for math. The application of the assessments are based on programs and curriculum used.

Pupils with exceptional needs will also be assessed, monitored, and supported using the referred programs and assessments. However, other supplemental resources and programs are available to meet the individual needs of these students. If students do not demonstrate progress using these tools, referrals to the IEP or 504 teams will take place.

English Learners will continue to receive Designated and Integrated English Language Development services to support their growth in language development. Learning loss in the area of English Language Acquisition will be identified and monitored through a series of assessments included in the ELA/ELD Modeled Units of Study. These assessments will provide data for teacher to use in identifying gaps in student learning and to monitor progress in student growth. These include, but are not limited to, diagnostic check points, weekly knowledge

checks and teacher developed formative assessments. Specific assessments in core materials include end of unit summative assessments and scaled reading inventories.

Monitoring progress is imperative as learning gaps are defined in both ELA and Math. Diagnostic and formative assessments will be administered within the intervention blocks on a frequent basis in order to understand progress and to adjust instruction. The frequency of the assessments will depend on the specific program and intervention as well as the needs of the student.

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.]

First best instruction will be provided to all students in the digital environment thereby accelerating learning and reducing learning loss. To achieve this, virtual professional learning continues to be provided to all teachers, including dual language educators, on how to effectively plan for and deliver designated and integrated ELD, access to core curriculum and development of content literacy in a remote setting. These workshops will include research-based strategies in a virtual environment along with training on the various digital teaching tools and effective monitoring of student progress. These strategies include asynchronous support as well as synchronous support. Additionally, training will be provided on how to provide effective intervention in a remote learning setting.

Specific programs will be provided to students to support their learning and close any learning gaps. These include and are not limited to:
- Moby Max
- iReady
- ESGI
- RAZ Kids
- Read 180
- Math 180
- DreamBox

These programs offer extra support for students in a remote environment and provide instructional information for teachers so that prescribed interventions may be provided in the programs as well in individual and small group settings.

Additional support will be provided using some of the systems that are in place in CNUSD. The staff servicing the district Expanded Learning Program has been participating in Professional Learning in Google Classroom, Zoom and Social Emotional Support as well as building enrichment activities for students. Surveys went to families to recruit students to the program and services began August 27, 2020. This program includes small group tutoring, Social Emotional lessons, and enrichment activities.

Tutoring will be available through the Parent Center which has supported student in the areas of Math and English Language Arts.   Sites will, also, provide after school interventions that is funded through the LCAP Supplemental funding allocated for supplemental services. Site staff will use assessment data to define focus and duration of the interventions based on student need.

English Learners
Along with the previously mentioned support services, the following will be provided:
- Differentiated academic support for English Language Acquisition and academic content support
- Specific support through the usage of the English Language Development Modeled Units of Study
- Specific digital assets such as Rosetta Stone, iStation and iLit
- Specialized Professional Learning for teachers of English Learners
- Newcomer assessments and learning modules
- As CNUSD moves into small cohort instruction, priority for interventions, grades 1-3, will be given to English learners.

Students with Exceptional Needs
In addition to the aforementioned supports the following will be made available:
- As CNUSD moves into small cohort instruction, priority for learning labs will be given to students on IEPs
- Specialized instructional materials such as specific Modeled Units of Study designed to support students on IEPs
- Specialized Professional Learning opportunities include:
    Model Units of Study,
    Utilizing Paraeducators in Remote Learning,
    IEPs in 2020-2021,
    ELA Accommodations in Remote Learning,
    Teletherapy for Speech Language Pathologists,
    Google Classroom Basics for Special Educators, and
    Partnering with Parents in Dealing with Challenging Behaviors.

Foster Youth
The following supplemental services will be offered:
- Foster counselor will monitor student progress and attendance
- Services to connect foster youth with social workers and educational liaisons for assistance
- Individualized and small group tutoring

Low income and Homeless Students
In addition, these actions will be afforded:
- All teaching and learning strategies are first directed at improving outcomes for low-income, foster youth, and homeless students.
- As CNUSD moves into small cohort instruction, priority for interventions, grades 1-3, will be given to low-income, foster youth, and homeless students.
- Priority has been given for these students to technology through the provision of devices and hot spots to ensure more equitable access to learning, no matter the place or time of day.

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.]

On an annual basis, CNUSD provides an assessment calendar that include a systematic approach to student achievement data and includes both diagnostic and summative assessment. These tools will be used to measure student achievement and provide insight into areas that

could be identified as learning loss areas. In addition to this, other indicators of student progress and identification of learning loss will be academic grade information as well as, on the classroom level, classroom formative and summative assessments. Taken as a whole, this data will provide the ability to analyze effectiveness of the services and supports provided to ameliorate learning loss for the district.

Collaboration and student data analysis are very much part of the culture for the district.   Professional Learning Communities are in place in the CNUSD schools and it is through this structure that the improvement practices are defined and implemented. The analysis of data included closely looking at the achievement levels of all students and especially at-risk students. Assistance and intervention will be implemented based on the individual needs of the students.

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

Description	Total Funds	Contributing
Site allocations to support increased services for unduplicated students	$ 2,400,379	Y
ESGI licenses to support early literacy	$ 43,000	Y
Moby Max licenses to provide digital intervention resources	$ 120,578	Y
iReady licenses to support diagnostic student assessments individualized interventions	$ 856,000	Y
Math materials such as DreamBox to support interventions in the area of math	$ 100,000	Y
Bilingual Aides to support English Learner student achievement	$ 1,737,324	Y
Instructional Assistants for students with unique learning needs	$ 25,682	Y
Professional Learning to provide effective strategies focused on student learning loss (recorded in actions related to Distance Learning Programs)	N/A	Y

Mental Health and Social and Emotional Well-Being

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

CNUSD has, at its foundation, an approach that is whole child focused with an emphasis on what is called a two-pillar approach, that being the rigor and relevance pillar along with the social emotional pillar. Thus, the focus on social emotional learning and student mental health has never been more important than it is now in the COVID-19 Pandemic. With that in mind, efforts in CNUSD have been ramped up to continue to assist our students. The following activities are provided to support this important area:

- Kognito Professional Learning for all staff members
- Prepare training is offered to School Counselors, School Psychologists and Nurses

- School and District Staff Presentations regarding addressing Trauma amid the COVID-19 Pandemic
- Presentations to students addressing trauma, stress management, and managing anxiety
- School Counselors are providing lessons, staff support and running small groups
- Elementary and Intermediate Counselors are sending out monthly newsletters to families with topics relevant to specific need
- Restorative Practice guides are available for Virtual and Traditional teachers
- SEL lessons/activities TK-12 are available on our Remote Learning site
- Risk Management providing services include counseling and mini sessions
- CareSolace, a free mental health resource, is available for staff and families
- Text line 741741 text CNUSD is available
- CNUSD Virtual Calming Room
- Google Classrooms with lessons, presentations, and groups in the area of social emotional health
- Needs assessments are being conducted at various sites regarding student trauma

Processes for the identification of students that may need additional supports include using daily student check-ins with teachers, home visits, student contacts during the counselor's small groups and recommendation from school staff for needed assistance. Types of assistance are tailored to student needs.

Mental health support is also very important for staff during this difficult time. Several methods are in place to identify staff that may need additional support in the area of mental health. These include staff check-ins, receiving information from fellow staff members and site leadership as to who are in need of services, and personal conversations with colleagues regarding their needs.

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.]

Parents are an integral part of the academic process in CNUSD. With the onset of school closures in March 2020, efforts began to support parents through various means in order to support their students' progress. Among others working in this area were the CNUSD Parent Center and CNUSD school sites. Assistance included services supporting mental health such as call in counseling services, instruction on how to use digital assets such as Zoom and Google Classroom, call lines to answer questions and provide individual support, student enrollment support, school closure information, online support groups for parents and students and emergency resources for families. School sites provided additional support for families such as drive through technical assistance for digital learning. Beginning in June 2020, strategies increased to support parents as we moved into Remote and Virtual learning. These included Facebook live sessions discussing various topics including Health Concerns in the Pandemic, Remote v. Virtual Programs, How to Access Counseling Services Virtually and Special Education Considerations. Specific trainings have been offered to parents include: Specialized training on school safety and health, Google Classroom for Parents, and the CNUSD Safety Plan. The CNUSD Parent Center has provided support in helping families with enrollment, logging on to Zoom, Google Classroom, resetting student passwords, and connecting families to their counselor for support. These supports were offered via telephone and personal zoom chats when needed. "Let's Chat" Emotional Support Sessions continue to be offered to support secondary students. Weekly meetings are held via Zoom for both high school and intermediate students for 45 min. These

sessions gave students a safe place to meet others, share their concerns, and get support. School sites continue to offer support to their families regarding support for academic progress, assistance for mental health resources and technical aid in the areas of logging on to zoom, google classroom, resetting student passwords. During August 7-10, 2020, family sessions were hosted with a focus on basic computer skills.

CNUSD has developed a framework for students and families in the area of attendance and student engagement. By keeping students engaged, any learning loss based on school closures will be reduced or eliminated. This support structure includes a tiered approach to address student and family needs. Adjustments and modifications to this process will be made along the way in order to make the most impact on student support. Support and outreach will be made in English and Spanish along with other needed languages. This organization of activities is arranged into three tiers and include the following:

TIER I RE-ENGAGEMENT STRATEGIES

- Identify student who has met criteria
- Verify student information
- Initial contact (ongoing)
- Student Messenger
    - Automatic Attendance Communication and
    - Daily notification
    - General phone calls, text blasts, e-mail.
    - Site will send out courtesy email to notify families of absences
- Individualized contact
    - Targeted phone calls, text blasts/apps (i.e. Class Dojo), email.
- Provide initial support/intervention:
    - Academic, technology, counseling, and/or basic resources
- Document in Q-Visits/Notes
- Complete Tier I checklist
    - Verify student information
    - Confirm that a contact has been made
    - Courtesy email has been sent
    - Attendance Letter #1
    - Document contact and interventions in Q
    - Tier I support offered and documented
- Monitor attendance for improvement before referring to Tier II

TIER II RE-ENGAGEMENT STRATEGIES

- Continue Tier I support/intervention
- Complete questionnaire to identify student/family needs
- Attendance Support Conference- Virtual (Attendance Support Team)
- Complete Home Visit/Welfare/Residence Check/Health Assessment (virtual/ in person when available)

- Provide Tier II support/intervention: SST, 504, IEP, parent training, foster student support through the Foster Counselor, Homeless Liaison, Child Welfare and Attendance Team, counseling, District, and community resources
- Attendance Letter #2
- SART Meeting referral
- Document in Q- Visits/Notes
- Complete Tier II checklist:
  - Complete questionnaire
  - Attendance Support Conference
  - Health and Wellness Check
  - Attendance Letter #2
  - SART Meeting
  - Document contact and interventions in Q
  - Tier II support offered and documented
- Monitor attendance for improvement before referring to Tier III

TIER III RE-ENGAGEMENT STRATEGIES

- Continue Tier II support/intervention
- Attendance Letter #3
- Provide Tier III support/intervention: WRAP Services, Community Agencies, RCOE Resources, District Attorney Resources
- SARB Hearing
- Parent Re-engagement Contract
- Refer to District Attorney
- Monitor and Support

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.]

CNUSD began serving Free-To-Go meals on March 16, 2020 to support the community need during the COVID-19 Pandemic. This effort began providing nutrition to individuals 18 years and under on a daily basis and continued in this manner until March 27, 2020. Beginning on April 6, 2020, the delivery of the Free-To-Go meals moved from daily to weekly. That is, students are provided a free weekly allotment of five breakfasts and five lunches to go on Mondays. The shift from daily delivery to weekly delivery was made to minimize contact between CNUSD staff and CNUSD families during the pandemic and provide a maximum level of safety. The pre-packed meals are provided for all people 18 years and under in the car as the families drove into the pick-up destinations. Parents could also provide a student ID if the students were not in the car as the meals were loaded into the car. Estimates are that, through June 30, 2020, over 800,000 meals will have been served.

As the school year began, the CNUSD service of To-Go meals restarted on August 11, 2020 to support the student nutritional needs during the COVID-19 Pandemic. This effort began providing nutrition to CNUSD students based on the free/reduced meal pricing and student eligibility. Each Monday, families can pick up breakfast and lunch to last through the 5-day week, Monday through Friday. Weekly delivery is provided in order to minimize contact between CNUSD staff and CNUSD families during the pandemic and provide a maximum level of safety. As we move back to the brick and mortar setting for students, plans are underway to provide nutritionally adequate meals for student. Safety precautions will be taken with sanitization, mask wearing on the part of students and staff along with social distancing in the eating area and include other safety measures. Breakfast will be served, and To-Go meals will be provided for lunch. Estimates are that, through September 30, 2020, over 1,000,000 meals will have been served.

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

Section	Description	Total Funds	Contributing
N/A	Cleaning equipment to support a safe environment during the COVID-19 Pandemic	$ 209,321	N
N/A	Additional safety and sanitation supplies	$ 674,889	N
Distance Learning	Specialized training for teachers and staff in the area of trauma-based instruction (recorded in actions related to Distance Learning Programs)	N/A	Y
N/A	School Counselors to provide support	$2,551,923	Y
N/A	CNUSD Parent Center outreach and support	$ 910,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.8%	$ 42,823,190

Required Descriptions

As mentioned in the Engagement section of this Learning Continuity and Attendance Plan, CNUSD sought comprehensive input from all constituents – the voices of students, the voices of English Learners through DELAC, the voices from school site council members through DAC, the voices from students on IEPs through CAC, input from teachers through CNTA, suggestions from classified staff through CSEA, and ideas from the community through the Learning Continuity and Attendance Plan Community Survey. Information was considered from the various surveys that were administered district wide during the Spring and early Summer during this process. All of this was analyzed for themes and commonalities and for inclusion into the Learning Continuity and Attendance Plan. Additionally, disaggregated data from various sources, diagnostic, formative and summative assessments, was considered when defining the supports and structures needed to assist our at-risk students. CNUSD has considered the needs of the unduplicated students - foster youth, English Learners, and low-income students in all areas of the Learning Continuity and Attendance plan and most especially in the following areas:

Distance learning program:
 - The provision of specialized professional learning workshops which addresses the needs of unduplicated students
 - The purchase of specific instructional tools that support effective first best instruction as well as differentiation of curriculum for unduplicated Students, such as RAZ Kids for Early Literacy and Studies Weekly to support effective instruction in Social Studies and Science
 - Providing devices and hot spots to support unduplicated students
 - Specific instructional resources to provide effective Designated and Integrated ELD
 - Designated support for foster students through monitoring student engagement and progress
 - The purchase of novels to support literacy for unduplicated students
 - Additional school supplies for students to use at home.

Pupil learning loss:
 - The delivery of specific Professional Learning opportunities that employ research-based strategies to support unduplicated students
 - Provision of specific instructional tools to support intervening for unduplicated students
 - Additional funding to provide tutoring for unduplicated students
 - Differentiated academic support for English learners such as bilingual aide support
 - Individualized and small group instruction for unduplicated students with supports such as instructional aides
 - Tutoring support.

Mental health and social emotional well-being:
- Specialized training for teachers and staff in the area of trauma-based instruction focused on supporting unduplicated students
- School counselors provide lessons, staff support and small group support focused on supporting unduplicated students
- Reaching out by the CNUSD Parent Center to supply resources such as CareSolace to support families of unduplicated students.

Engagement in the use of research was central to the development of the CNUSD Learning Continuity and Attendance Plan. This process used various documents to define effective approaches in the area of remote/virtual learning. Included in this research were documents from several counties such as the Los Angeles County Office of Education's *Rising to the Challenge of COVID-19: A Planning Framework for the*

2020-21 School Year, the Riverside County Office of Education document *Moving Forward Together: A Planning Guidebook for the Safe Opening of Schools*, and from San Diego County Office of Education, *Pandemic Response Plan: COVID-19 Recovery and Reopening Plan*. In these plans were valuable recommendations that helped shape the CNUSD Learning Continuity and Attendance Plan. Each offered specific process suggestions including planning frameworks and methods to use data during the planning and implementation of the CNUSD programs. Additionally, the planning team used suggested formats to address and consolidate information regarding instructional delivery models, assessment practices, approaches to support at-risk students such as English learners, foster youth, students in poverty and students on IEPs. Data analysis was conducted to support the focus and roll out of the plan and included ongoing data sources such as iReady in the area of Math and English Language Arts for all students that was disaggregated to analyze needs for the at-risk students as well as information from ELLevation to support our English learners. This data helped to define the most effective approaches to meet the needs for unduplicated students.

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

For the 2020-2021 year, 49.8% of CNUSD students are unduplicated including low-income, foster youth, and English learner pupils. With an understanding of the needs for unduplicated students, supplemental funding has been deployed mostly in an LEA wide and school-based approach. The specific needs of the unduplicated student groups have helped to shape the design of all programs throughout the district and ensure the academic achievement of these students. The planned expenditures have been designed to be primarily focused on the unduplicated students to provide the additional support needed.