

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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Education is one of the most important functions of a democratic society. Compulsory public education has been a hallmark of the United States for over a century. The global pandemic currently facing our community has dictated the need for rapid change in instructional delivery, nutrition delivery, communication, and social needs for the Chula Vista community, challenging traditional educational institutions like never before. Chula Vista Elementary School District (CVESD) has responded with intentional focus on our students and families with the most unmet needs.

CVESD recognizes the fact that there is near ubiquitous access to online resources in our community. For this reason, the CVESD web page content was updated to reflect changes in programmatic and social services for our families. In addition to web resources, Chula Vista families were communicated with by email and text messages to ensure deep penetration and cascading messages were accomplished. From the beginning of the COVID-19 crisis, twelve messages from the Superintendent were published on the District web page and sent out by email and via text to provide information and inspiration. A frequently asked questions resource page was created to support a broad range of needs within the community. Employee information was created and updated frequently to ensure the health and safety of not only our students, but our staff members as well. Meal service updates were an important part of how CVESD responded to the school closure period, ensuring that families had access to nutrition throughout each week at specific locations throughout our District.

Important Federal, State, and County resources were provided for our community through newsletters and the District web page. Recognizing that families have needs that are not able to be addressed through the District but that existing CVESD partnerships are an important intermediary between our families and resources, a 'Community Services' page was created that provided access to the 211 Food Pantry Search, Community Through Hope, San Diego Food Bank, San Diego for Every Child, South Bay Community Services, and Cox Communications. In addition to the aforementioned changes made because of the pandemic, an increase in collaboration with DAC/DELAC representatives, Chula Vista Classified Employees Organization, Chula Vista Educators, District administrators, and community members has occurred to gather input and ensure communication about State, County, and City plans and directives are understood by each and every stakeholder with the CVESD community.

Stakeholder Engagement

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

Substantial efforts have been made to increase collaboration with CVESD stakeholders, throughout the pandemic, beginning in March. Documented below are the collaborative efforts facilitated by CVESD staff with different stakeholder groups to gather input for the Learning Continuity and Attendance Plan.

*DAC/DELAC stakeholder input - District staff facilitated two separate meetings with the DAC/DELAC Board on July 24 and August 7 to gather input for the Learning Continuity and Attendance Plan. Additionally, a special DAC/DELAC community meeting was held August 18 that facilitated a live Thoughtexchange process to gather additional community feedback. A final meeting with the DAC/DELAC Executive Board was held on September 3 to review the Learning Continuity and Attendance Plan for questions, comments and input.

*Chula Vista Classified Employee Organization (CVCEO) - District staff facilitated three separate engagements with CVCEO on July 21, August 4, and September 1 to gather input for the Learning Continuity and Attendance Plan.

*Chula Vista Educators (CVE) - District staff facilitated two separate meetings with CVE on July 28 and August 4 to gather input for the Learning Continuity and Attendance Plan. Follow up conversations with CVE occurred on August 25 and September 1 to gather additional input and questions about the Learning Continuity and Attendance Plan for a total of four meetings.

*District administration - District staff facilitated two separate meetings with District administrators on August 3 and August 4 to gather input for the Learning Continuity and Attendance Plan. The Learning Continuity and Attendance Plan draft was shared with District administrators on September 2 to gather additional feedback and input from the leadership perspective.

*Parent surveys - Two separate parent surveys were created and distributed to gather input about instructional offerings and childcare needs through Microsoft Forms.

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

CVESD recognizes that the ability to gather input and conduct meetings in a face-to-face environment has been severely limited and restricted throughout the pandemic. For this reason, all meetings have been conducted through either Microsoft Teams or Zoom to ensure maximum participation. Learning Continuity and Attendance Plan meetings with CVESD stakeholders have all taken place virtually through Teams and Zoom, including Board of Education meetings, and Spanish translation services have been offered at each Board meeting and DAC/DELAC meeting, ensuring the language support needs of the community are met.

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

*DAC/DELAC stakeholder input - Representatives from the DAC/DELAC leadership group expressed a desire to support parents and families with learning opportunities and information about the role parents can play to positively impact distance learning at home. In addition, a desire to increase support for foster youth (FY), homeless children, and English Learners (ELs) was expressed. Finally, a desire to support staff mental health and wellness was shared by our DAC/DELAC parent community.

*Chula Vista Classified Employee Organization (CVCEO) - CVCEO leadership expressed a strong desire to support children engaged in distance learning with support from instructional assistants, student attendants, and noon duties, in collaboration with classroom teachers.

*Chula Vista Educators (CVE) - CVE leadership shared that teacher professional learning opportunities are of paramount importance, specifically new features with the District's technology platform, Microsoft Teams. Professional learning opportunities that involve strong instructional delivery pedagogy for distance learning and technology training and support for learning platforms are offered to support a rigorous distance learning experience. Additionally, ensuring that a safe and equitable learning environment exists for all staff and students occurs has been stated by CVE leadership and members. Finally, educators expressed the expectation that all students have the connectivity and devices they need to be successful in a distance learning education model.

*District administration - The administrators in CVESD shared that the need for ubiquitous access to technology is a non-negotiable with distance learning. They also stated that small group and one on one support needs to be embedded in the instructional day for students experiencing potential learning loss and students who are identified as unduplicated in the District's Local Control and Accountability Plan. These students include FY, ELs, Children living in low-income (LI) environments, and children experiencing homelessness.

*Parent surveys - The CVESD parent community expressed a desire to ensure technology access is ubiquitous for students. This included both computers for students and connectivity devices for them as well.

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

CVESD has a long history and is extremely proud of the collaborative relationships that exist with community stakeholders. Input is received and utilized to drive instructional, nutritional, and social needs that exist in our community. Specific input that was shared by stakeholder groups that had a direct impact on the Learning Continuity and Attendance Plan includes the following:

*Parent support materials developed to support parental roles and responsibilities for a successful distance learning partnership between school and home.

*Intentional instructional delivery that ensures students with the most unmet needs are supported in small groups and individually. The creation of enrichment materials for all students will ensure small group and individual instruction occurs within each distance learning classroom.

*Professional learning opportunities for staff with technology and pedagogy to support a rigorous distance learning experience for students. Microsoft Teams training and the 'Distance Learning Playbook' are two specific examples of stakeholder input directly influencing the plan.

*Purchase of 12,500 student laptop machines to ensure all children have access to technology devices throughout the distance learning period.

*Purchase of two technology accelerators, Achieve 3000 and i-Ready mathematics, to support student assessment for data that will drive instruction and the subsequent ability to assess the effectiveness of instruction throughout the distance learning period.

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.]

CVESD will begin the 2020-2021 school year within a distance learning model, and transition to offering in-person based instruction when local health and safety guidelines allow. Instructional models may move fluidly between distance learning, a hybrid model, and full in-person instruction. The implementation is dictated by the health and wellness of the community. Once conditions allow for in-person instruction (in hybrid and/or in-person models), students with the most unmet needs and/or Chula Vista's youngest learners will be brought back due to the fact that distance learning is more of a challenge for children learning to read and based on the science that they transmit/are infected at much lower rates.

Two models for in-person instruction will be offered to families: a full day of in-person instruction or a hybrid of in-person instruction. Distance learning instruction will remain an option for all families. In hybrid and distance learning models, CVESD has a goal of offering childcare for essential workers and families of unduplicated students through the YMCA referred to as the 'Distance Learning Support Program'.

Ample safety considerations will be implemented as outlined in the CVESD COVID-19 Reopening Plan. This plan includes the implementation of physical distancing practices, increased cleaning and hygiene protocols, health monitoring and contact tracing, as well as the use of appropriate personal protective equipment (PPE). Once this plan is finalized and approved by the Board of Education a link will be included.

Both models will provide grade level standard-based instruction that is rigorous, engaging, relevant and meaningful while focusing on social-emotional learning. Diagnostic assessments, classroom formative assessments and teacher anecdotal notes will be used to plan and implement grade level instruction with just in time daily small group interventions to accelerate student learning. Internal District data reports are available to District and school administrators that analyze data and District-wide to school-wide to the individual student. Teachers access Illuminate, Achieve 3000, i-Ready program, internal data systems, and more to analyze and disaggregate data to monitor student progress and plan targeted daily instruction.

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

Description	Total Funds	Contributing
Diagnostic Assessments - Achieve 3000/Smarty Ants	\$2,200,057	Yes
PPE costs and cleaning/sanitizing equipment costs	\$3,496,159	No
Diagnostic Assessments – i-Ready mathematics	\$1,148,597	Yes
i-Ready mathematics professional development	\$103,500	Yes
Distance Learning Support Program through the YMCA	\$1,823,832	Yes

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.]

The Chula Vista Elementary School District (CVESD) is committed to continually providing high-quality instruction throughout the school year regardless of the method of delivery. CVESD will use Board-adopted curriculum resources, purchase additional curriculum resources, and develop rigorous materials to ensure students receive instructional continuity. Board-adopted curriculum resources include the Benchmark Education Advance/Adelante for English Language Arts. These materials are available in both English and Spanish, include a thorough English Language Development component, and all are available in a digital or paper copy. Furthermore, through the online Benchmark platform, students have access to additional grade level materials and reading resources while teachers are able to assess and monitor

student progress. In Mathematics, students will have access to the Go Math Houghton Mifflin Harcourt curriculum materials, which include a digital component (online lessons and Personal Math Trainer) to ensure instructional continuity. Additionally, to support the area of mathematics and continuity of learning, CVESD will purchase the full i-Ready program which will include digital assessment, instruction, and student/teacher materials. This will allow teachers and students to have continual access to standards-aligned lessons, assessment, and quality digital instructional materials. The CVESD Instructional Services and Support Department will continue to provide teachers with additional high-quality professional learning, curriculum and instructional resources through an enhanced Teacher Portal, ongoing Teacher Newsletter, YouTube Channels, and more. Should the need arise to move fluidly between an in-person model and distance learning, pupils in CVESD will maintain rigorous learning and continue to have access to a full curriculum.

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.]

Currently, 13,979 student laptops have been distributed to children who have technology needs. Additionally, 2,000 wireless hotspots have been distributed to support children and families with internet connectivity needs. The Information Technology Department has finalized an inventory project for the remainder of District devices. These devices and the 13,979 that are already in the hands of students will ensure any child who needs a laptop device will have one available to them for the distance learning period. School sites are working with their individual communities to understand laptop and connectivity needs and will ensure distribution before school begins August 31. An additional 1,000 Verizon refurbished hot spots are being acquired through the San Diego County Office of Education to support more families should the needs arise.

The District has committed to ensure that our teaching staff has the most up to date technology that will support rigorous instruction for children. As such, 1,500 Microsoft Surface teacher computers have been purchased that will support the Teams platform, One Note implementation, white boarding, and the use of Office 365 tools with touch screen capabilities and the utilization of a stylus pen.

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.]

Pupils in Chula Vista will engage in daily live interaction with teachers and peers, and their progress will be tracked and assessed at the classroom, school, and LEA level. Pupil work will include content aligned to grade level standards and pupils will receive high quality, intellectually challenging assignments. To ensure pupil participation and progress, teachers and administrators will use materials including Achieve 3000, Benchmark Education, I-Ready, and Go Math programs. Reports and progress monitoring tools within these programs will provide vital information on pupil progress. Additionally, Microsoft Teams is the primary platform for teacher/student interaction and provides analytics to track and monitor synchronous minutes.

Distance Learning Professional Development

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

The Distance Learning Playbook has been purchased for all certificated staff and leadership. One day of per diem compensated pay was provided for our teaching staff, before the beginning of the school year, to provide professional learning around the Distance Learning Playbook. On August 25, staff had the opportunity to receive professional learning from Dr. Nancy Frey and Dr. Douglas Fisher, two of the authors of the Distance Learning Playbook.

I2E grant/partnership with Microsoft to ensure technology professional development to support rigorous distance learning lessons.

A team of 12 teachers and District staff including Coordinators from the Instructional Services Department, Innovation and Instruction, Physical Education, Language Development, and Visual and Performing Arts, attended Project Based Learning (PBL) Design Camp which was a 6 day structured professional development session provided by the High Tech High Professional Learning Coordinators. This PBL Design Camp enhanced the participants' knowledge of the PBL process and how it can be used to accelerate learning progress for pupils. Capturing student voice from all student populations is an integral part of the PBL process. Following the professional development, the team committed 30 hours to designing project-based learning units in alignment with the District-adopted curriculum. These units of study will be valuable resources to accelerate students and teachers and also provide an additional layer of instructional continuity should the need arise to move fluidly between instructional models.

Staff Roles and Responsibilities

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

All CVESD staff have been impacted as a result of COVID-19. Teachers are moving to a distance learning setting while additional classified staff members will be partnering with them to support with students in distance learning. Instructional assistants, student attendants, and noon duties will support individual classroom teachers and students during distance learning to support engagement.

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.]

At CVESD, we recognize that students with unique needs may be exceptionally vulnerable to additional risk during the COVID-19 pandemic and distance learning. Thus, layers of support will be put in place during distance learning to support students. District Social Workers (DSWs) will provide professional development for teachers and staff regarding the unique needs of FY and students experiencing homelessness including strategies to build relationships and set up successful routines.

DSWs have been and will continue to be in regular contact with foster families via telephone and Microsoft Teams to provide them with information and support to set up structures and routines to make distance learning successful and to mitigate barriers to learning such as access to technology. To support students who are having challenges with distance learning (e.g., chronically absent students), DSW's will

collaborate with parents, students, and school staff to create an action plan for student engagement. Moreover, FY and students experiencing homelessness who need additional support will also be eligible to receive Telehealth counseling services and/or will be connected to wraparound services.

Teachers will provide daily small group instruction engaging students in oral language development opportunities targeting language needs of ELs. The District Resource Teacher will support Designated English Language Development (ELD) and the California ELD implementation. At our high priority schools, she will work with grade level teams to plan for language instruction utilizing Project Guided Language Acquisition Development (GLAD) strategies. Additionally, Project GLAD Designated ELD training modules will be available to all teachers to support the implementation of Designated ELD. Visual and Performing Arts (VAPA) teachers integrate oral language development into synchronous and asynchronous lessons. ELPAC Practice Tests will engage students in skills found in the California ELD Standards.

Students with disabilities will receive direct services as indicated on the individualized education program (IEP). School Psychologist will reach out to families to ensure students have access to technology and service providers will accommodate and modify the distance learning to support each students' unique needs.

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

Description	Total Funds	Contributing
The District Resource Teacher will support Designated ELD and the California ELD implementation. At our high priority schools, she will work with grade level teams to plan for language instruction utilizing Project GLAD strategies. Additionally, Project GLAD Designated ELD training modules will be available to all teachers to support the implementation of Designated ELD.	NA	Yes
Distance Learning Playbook for all teachers will help support pedagogy and rigorous planning and delivery of instruction to all students during the distance learning period.	\$29,639	No
Enrichment material creation for all students will support project-based learning experiences and ensure teachers can support small groups of students and individual students based on learning loss and engagement needs.	\$52,137	Yes
Microsoft Teams professional learning through Microsoft will support the use of technology and a learning management system for staff and students.	NA	Yes

Description	Total Funds	Contributing
Classified staff support of individual teachers during distance learning will support engagement and focus of students during whole group instruction and small group instruction, allowing teacher focus on unduplicated children.	NA	Yes
Purchase of student machines to ensure the newest devices support distance learning in remote locations.	\$7,372,740	Yes
To ensure a rigorous, well rounded educational experience, CVESD staff will continue to develop lessons in physical education and visual and performing arts to support students during the distance learning period and offer the lessons both in live time and archived through YouTube.	\$9,071	Yes
1,500 Microsoft Surface teacher computers have been purchased that will support the Teams platform, One Note implementation, white boarding, and the use of Office 365 tools with touch screen capabilities and the utilization of a stylus pen.	\$2,624,014	Yes
One day of per diem compensated pay was provided for our teaching staff, before the beginning of the school year, to provide professional learning around the Distance Learning Playbook.	\$725,000	Yes

Pupil Learning Loss

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

CVESD will be utilizing a variety of high-quality resources and tools to address the learning loss. Measuring the current learning status of pupils will be a crucial part of not only the beginning of the school year, but overall an integral part of the entire school year and those to come. CVESD is committed to closing the achievement gap and is courageously seeking new and innovative ways to support students at this time. Prior to COVID-19, 64% of students in CVESD performed at or above grade-level in English Language Arts and 52% of students performed at or above grade-level in mathematics. While the challenge to close these gaps may be fierce, CVESD's mission to nurture every child's imagination, intellect, and sense of inquiry remains the same as each child is an individual of great worth.

Using current assessment information, in addition to knowing students' performance prior to COVID-19, is critical to making the instructional moves to ensure that each child finds success in this new and unprecedented season of their educational careers. In the area of English Language Arts, CVESD will be employing the use of several tools to diagnose and assess the current learning status of students. These tools will include the Achieve 3000 LevelSet (administered three times per year) for students in Grades 2-6, the Smarty Ants foundational literacy initial assessment for students in Grades K-1 & 2 as needed, Reading Foundational Skills Assessment as needed, Benchmark Education Advance/Adelante curriculum assessments, and reading inventories. Furthermore, all teachers will have access to Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) materials in the 2020-2021 school year. This research-based foundational skills program will be a key tool in diagnosing reading foundational skill deficits and supporting instruction to fill those skill gaps. In Mathematics, the i-Ready online assessment and program will be fully implemented across all school sites and grade levels in the 2020-2021 school year. This comprehensive assessment and the features of the overall i-Ready program will allow teachers to diagnose and monitor students' progress in the areas of mathematics. In addition to this tool, all students will have access to the District-adopted curriculum, Go Math, which encompasses both online assessment and Personal Math Trainer to monitor students' progress to provide targeted support. In the area of ELD, teachers provide both integrated and Designated ELD lessons to students. ELD is a core component of the District-adopted curriculum. Staff will use available ELPAC data to determine instructional needs of each child. Whole group, small group, and one-on-one interaction and instruction with students will be vital in assessing individual student needs.

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.]

CVESD will address learning loss and accelerate learning progress through a variety of approaches. During August of 2020, CVESD will host a Virtual Summer Learning Camp at every school site in the District. The majority of school sites will select 10 students per grade level in grades K-5 (based on 2019-2020 enrollment) to attend this intensive learning session. At the top ten school sites with unduplicated students

(ELs, LI, and FY), 20 students will be selected per grade level, increasing the overall amount of teachers and students within the intensive session at those designated school sites. The District is providing special education students with a two-week Recovery Intersession (parallel to the Virtual Summer Learning Camp) to help mitigate the learning loss. Students will participate in a small group learning session to receive intensive instruction to address gaps in core academic skills.

In addition to these intensive summer learning sessions, a team of 12 teachers and District staff including Coordinators from the Instructional Services Department, Innovation and Instruction, Physical Education, Language Development, and Visual and Performing Arts, attended Project-Based Learning (PBL) Design Camp which was a 6 day structured professional development session provided by the High Tech High Professional Learning Coordinators. This PBL Design Camp enhanced the participants' knowledge of the PBL process and how it can be used to accelerate learning progress for pupils. Capturing student voice from all student populations is an integral part of the PBL process.

Following the professional development, the team committed 30 hours to designing project-based learning units in alignment with the District-adopted curriculum. These units of study will be valuable resources to accelerate students and teachers and also provide an additional layer of instructional continuity should the need arise to move fluidly between instructional models.

The Instructional Services Department will be developing specific professional learning modules for teachers in the areas of: math and equity for all students, building relationships in a digital environment, implementation of the i-Ready program, formative and summative assessment, use of ELA programs such as Achieve 3000 and Smarty Ants, Tools for Teachers Smarter Balanced resources, dual language, physical education, and more. These professional learning modules will be available through an enhanced Teacher Portal.

Implementation of the California ELD Standards and strong implementation of designated ELD and integrated ELD will continue to be a focus of the District Resource Teacher. This specialist teacher will provide specific resources for teachers to support ELs. DSWs will continue to provide ongoing support for FY and students experiencing homelessness.

Extended Day and Jumpstart Reading Programs will be offered to meet the needs of ELs, LI students, FY, pupils with exceptional needs, and students experiencing homelessness.

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.]

Monitoring student progress to determine the effectiveness of the services and supports is vital. Because CVESD will be addressing learning loss in a variety of ways, the monitoring process will vary depending on the support or service as described below.

During the Virtual Summer Learning Camp, students will be administered both a pre and post assessment in reading and mathematics. The impact of this session will be measured through the collection of data from those assessments. Furthermore, teachers will record anecdotal notes to provide to the 2020-2021 classroom teacher to provide some initial data on the students who have attended the virtual session. For special education students participating in the Recovery Intersession, student growth will be evaluated by progress on individual educational goals which are part of each student's IEP.

The use of specific diagnostic, formative, interim, and summative assessments will be a critical component of prescribing instructional next steps and then monitoring the effectiveness of the strategies put in place. Data will be monitored from all programs (i-Ready, Achieve 3000, Smarty Ants, and Illuminate Education etc.) at the classroom, site, and LEA level.

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

Description	Total Funds	Contributing
Diagnostic Assessments - Achieve 3000/Smarty Ants	\$ 2,200,057	Yes
Diagnostic Assessments – i-Ready mathematics	\$1,148,597	Yes
Enrichment material creation for all students will support project-based learning experiences and ensure teachers can support small groups of students and individual students based on learning loss and engagement needs.	\$52,137	Yes
Virtual summer learning camp will support students who have experienced learning loss as a result of the COVID-19 pandemic.	\$1,500,000	Yes
Recovery intersession learning SPED program will support students with IEPs who have experienced learning loss as a result of the COVID-19 pandemic.	\$160,000	Yes
Illuminate Education for report cards and assessment item bank questions	\$573,995	Yes

Mental Health and Social and Emotional Well-Being

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

CVESD will be entering its third year of implementing Multi-Tiered System of Supports (MTSS) to support the whole child. This includes implementing Positive Behavior Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) with the goal of creating safe, structured, and predictable environments in which students learn the skills to understand emotions, self-regulate, make and maintain positive relationships, and show empathy.

Thus, CVESD will continue to support and monitor the mental health and social and emotional well-being of pupils and staff through its three-tiered MTSS model with modifications and additional supports to meet the unique needs as a result of COVID-19. The SEL team will work with school sites and MTSS Committees to provide additional support with the use of Collaborative for Academic, Social, and Emotional Learning (CASEL)'s SEL Roadmap for Reopening Schools. This will include specific recommendations to improve social connectedness as well as ideas for using existing and new data sources to monitor emotional well-being.

Additionally, training opportunities and resources will be provided to both staff and families on trauma informed care, anxiety, and supporting emotional wellness for both children and adults. Moreover, teachers will be provided with monthly SEL newsletters that include a recommended SEL theme with supported weekly lessons from our district-adopted SEL curriculum, activities, a virtual classroom, resources and read-alouds. Families will also have access to a family edition of these newsletters with specific strategies and resources to support SEL at home.

Finally, CVESD is committed to providing the best possible education to our students, but to do so the employees that educate our children must be balanced, resilient and healthy. While we've always known a focus on employee well-being is important, it is of vital importance now. COVID-19, social unrest, record unemployment rates, and polarizing politics have created a breeding ground for stress and anxiety. Although employee wellness efforts at CVESD were in place, few were being accessed.

Beginning in 2019, CVESD started exploring partnerships with community organizations to improve employee wellness. One partnership with the City of Chula Vista offered our employees the opportunity to participate in staff intramural sports leagues throughout the year. Hundreds of employees participated in soccer, softball and even bowling leagues. With the onset of COVID-19, the CVESD Employee Well-Being Team knew they needed to accelerate their efforts to include additional supports, specifically around mental health. We partnered with Mental Health America to address the anticipated increase in the mental health needs of our staff members. Licensed clinicians will be a phone call away and ready to provide either short-term support or long-term counseling for those seeking assistance.

CVESD has partnered with VEBA to offer District employee fitness classes that began in August, 2020. These virtual fitness classes, that include strength training, Zumba, and yoga are excellent resources for our staff to ensure physical well being. We see these virtual offerings as a time for CVESD employees to connect, improve their physical fitness and refocus their energy away from daily stressors, ultimately supporting children because of the employee wellness that will be achieved.

A final component to CVESD's plan to support the social and emotional well-being of our staff is health around finances. CVESD has and will continue to offer financial literacy experiences for employees around 401K, 403b, and 457 retirement account resources. Additionally, CVESD has partnered with Mission Federal Credit Union to offer the 'Landed' program that supports educators with down payments on homes, supporting one of the single most important decision an adult can make; the purchase of a home.

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.]

Student engagement is necessary to mitigate the risk of additional learning loss. CVESD, in collaboration with site principals, have been consistent with the message that CVESD, CVE, CVCEO, parent groups, and community groups will work together to ensure engaging, rigorous, and relevant daily instruction occurs in the distance learning format. School site staff are committed to building strong, trusting relationships with students and parents. Teachers will review attendance patterns and analyze data regarding student engagement on a daily basis so that any child who is absent 60% or greater during any given week will be contacted by teachers, district social workers, and site administrators to create a plan to re-engage students. A Power BI report is currently being developed for administrator use to quickly analyze which students are in need of a re-engagement plan. School site grade level teams, school site Attendance Teams, and school site principals will monitor attendance data on a weekly basis to support students and families struggling with engagement during the distance learning period. Strong communication will occur between Attendance Health secretaries, teachers, and, site principals ensuring no child falls through the cracks during the distance learning period.

Cascading messaging to the community will be ongoing and a recurring theme will be the required daily student attendance and engagement from both the district office and school sites. Communication will be executed by the use of School Messenger, Peach Jar, weekly newsletters, monthly newsletters in both English and Spanish. If virtual or phone calls are necessary for parents, translation services will be provided for families who need this service.

Attendance Health Secretaries will play a crucial role during the distance learning period with communication between families and the school site. Communication through the computer, telephone, and email will be provided on a daily basis for students who are not attending distance learning classes. In addition, notification letters will be provided for families who are experiencing attendance difficulties with their

children. To support families and children during the distance learning period, Student Attendance Review Team contracts will be created for families in situations that need additional support and are struggling with social and emotional needs.

DSWs and social worker interns, along with teachers and principals, will ensure daily love interaction occurs between staff of the school system and foster children, and homeless children.

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 is a critical component for each child to be successful in school, whether virtually or in person. CVESD takes this responsibility seriously and has created a plan to ensure our children have their nutritional needs met in accordance with USDA guidelines. For the 2020-21 school year, Child Nutrition Services (CNS) will begin serving students on August 31, the first day of distance learning for CVESD students. Meal distribution will be separated by areas including North, Mid-North, Mid-South and South. The District has been separated by these areas to set up and distribute food that will support all children eligible for free and reduced priced meals. Each day meals are served, an entire school week's worth of breakfast, lunch and snacks, will be served.

Meals will include a different variety of items to encourage parents and students to participate and will be nutritionally balanced.

When State, County, and local officials, in collaboration with CVESD, determine that it is safe for students to return to school sites in person, CNS will serve breakfast and lunch at each location. Service will continue the use of normal service lines while implementing and maintaining all social distancing protocols.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Diagnostic Assessments - Achieve 3000/Smarty Ants	\$ 2,200,057	Yes
In-Person Instructional Offerings	PPE Costs	\$3,496,159	No
In-Person Instructional Offerings	Diagnostic Assessments – i-Ready mathematics	\$ 1,148,597	Yes
Distance Learning Program	The District Resource Teacher will support Designated ELD and the California ELD implementation. At our high priority schools, she will work with grade level teams to plan for language instruction utilizing Project GLAD strategies. Additionally, Project GLAD Designated ELD training modules will be available to all teachers to support the implementation of Designated ELD.	NA	Yes
Distance Learning Program (Continuity of Instruction)	Distance Learning Playbook for all teachers will help support pedagogy and rigorous planning and delivery of instruction to all students during the distance learning period.	\$ 29,639	No
Distance Learning Program (Continuity of Instruction)	Enrichment material creation for all students will support project-based learning experiences and ensure teachers can support small groups of students and individual students based on learning loss and engagement needs.	\$52,137	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Distance Learning Professional Development)	Microsoft Teams professional learning through Microsoft will support the use of technology and a learning management system for staff and students.	NA	Yes
Distance Learning Program (Pupil Participation and Progress)	Classified staff support of individual teachers during distance learning will support engagement and focus of students during whole group instruction and small group instruction, allowing teacher focus on unduplicated children.	NA	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchase of student machines to ensure the newest devices support distance learning in remote locations.	\$ 7,372,740	Yes
Distance Learning Program (Continuity of Instruction)	To ensure a rigorous, well rounded educational experience, CVESD staff will continue to develop lessons in physical education and visual and performing arts to support students during the distance learning period and offer the lessons both in live time and archived through YouTube.	\$9,071	Yes
Pupil Learning Loss	Virtual summer learning camp will support students who have experienced learning loss as a result of the COVID-19 pandemic.	\$ 1,500,000	Yes
Pupil Learning Loss	Recovery intersession learning SPED program will support students with IEPs who have experienced learning loss as a result of the COVID-19 pandemic.	\$ 160,000	Yes
Mental Health and Social and Emotional Well-Being	DSW and Parent Liaison training to provide additional supports and services for FY, EL, LI, and Homeless children	\$18,000	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Access to Devices and Connectivity)	'Hotspot' connectivity devices through the City of Chula Vista.	\$ 144,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	1,500 Microsoft Surface teacher computers have been purchased that will support the Teams platform, One Note implementation, white boarding, and the use of Office 365 tools with touch screen capabilities and the utilization of a stylus pen.	\$2,624,014	Yes
Distance Learning Program (Distance Learning Professional Development)	One day of per diem compensated pay was provided for our teaching staff, before the beginning of the school year, to provide professional learning around the Distance Learning Playbook.	\$725,000	Yes
Distance Learning Program (Continuity of Instruction)	i-Ready mathematics professional development	\$103,500	Yes
Distance Learning Program (Continuity of Instruction)	Distance Learning Support Program through the YMCA	\$1,823,832	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Illuminate Education for report cards and assessment item bank questions	\$573,995	Yes

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
25%	No increased apportionment.

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.]

CVESD conducted multiple surveys throughout the COVID-19 pandemic period that prioritized our FY, homeless students, LI students, and ELs. A philanthropic organization donated \$50 gift cards for families and FY families and homeless student's families were the recipients of these gift cards, based on student information system data, identifying these target groups of children. Utilizing this same database, foster children, homeless children, LI, and ELs were prioritized first once laptop computers and wireless hotspot devices were distributed for distance learning purposes.

Based on the feedback and input from stakeholder groups, including DAC/DELAC, CVCEO, CVE, parents, and administrators, the needs of our most vulnerable populations have consistently been the primary concern and desire to support through surveys and virtual meetings. The DSW support has been instrumental for our most vulnerable populations, not only from an instructional/academic standpoint, but from a social and emotional standpoint as well. The needs of individual children are great and being met along with the needs of our families in low income situations. Access to Family Resource Centers, facilitated by our DSWs has ensured that transportation, emotional, rent, and nutritional needs have been met for our community members experiencing trauma and difficult circumstances.

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

Services for FY, ELs, LI, and homeless children are being increased and improved to ensure learning loss is mitigated and that the social and emotional needs of our students are being met. Every FY, and homeless child has received a laptop computer and a wireless 'hotspot' to ensure engagement with staff and peers and that no instructional time is lost. Additionally, through survey data from both the LEA and the school site, EL and LI children have been prioritized to receive laptops and hotspot devices based on need. CVESD has applied for grant funding through the SDCOE to support monthly connectivity costs for the hotspots.

DSWs have communicated with each FY and homeless child through the COVID-19 pandemic, beginning in March. Three of the five Family Resource Centers have remained open to support FY, homeless, LI, and EL families in need of social services throughout the pandemic school closure period. Training for DSWs and the District Parent Liaison are planned to support FY and homeless children and their families through the school closure period.