



# 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.]

Cielo Vista Charter school is a diverse community committed to ensuring the best educational experiences for all students. Our primary focus and mindset are to build strong working relationships with all stakeholders especially our students. We communicate with them daily, making us aware of the trauma our students and families have experienced during this pandemic. We are aware and acknowledge that the COVID pandemic has undoubtedly impacted our relationships due to our students not having physical contact with their teachers. At CVC, our immediate need is to ensure that the mental and physical well-being of all of our students is being met. For our students to thrive, their basic necessities must be met.

COVID-19 has impacted the members of our Cielo Vista Charter community in the areas of health, emotional well being, and financially. Many of our families have become unemployed, leaving a heavy burden for our families to work through. As a school community, we will band together and serve as a beacon of hope to navigate the negative effects of this pandemic together. In addition to these impacts and trauma that resulted from COVID-19, many of our members of our community continue to experience trauma as a result of systemic racism and violence. We acknowledge our role and our responsibility to move beyond the role of acknowledgement and hold meaningful dialogue that will directly confront, interrupt, and address the institutional racism that is present in our school system. As a community we must examine and understand our own implicit biases and integrate into our curriculum topics such as social justice, anti-racism, and social and emotional learning.

Our community has experienced high levels of stress from the disruption of daily lives and worries about the health and safety of their families. The pandemic has created intense traumatic stress for the stakeholders in our school. Our English Learners have lost time and

practice in using the English language daily, which has increased the loss of English language acquisition. All of our stakeholders will need additional support and systems that will help to refocus on the task of learning and being a part of a school community. We will ensure that our staff, teachers, paraprofessionals, counselors, and academic coaches engage our students and families in activities that are meaningful and develop a strong sense of connection to each other and that each one feels like an essential member of our community.

## Stakeholder Engagement

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

Several methods were implemented to improve the understanding of the needs of all stakeholders. Summer started with a distance learning panorama survey administered for families. Surveys were also pushed out to teachers in which they shared their success and needs relating to the continuation of instruction when returning to school in the fall. Town Halls in both English and Spanish were hosted to make more informed decisions in regards to a distance learning plan. Focus Groups were created that consisted of teachers at multiple grade levels, sites, and specialties; the focus groups provided recommendations and comments regarding specific actions to be included in the continuity of learning in the fall. The Thought Exchange program was used to gather data, questions and concerns to be addressed at the different Town Halls, CVC Board meetings, and district administrator's meetings. Our district superintendent participated in Live Interviews and Valley wide Meetings that were televised on our local News Channels. CVC consulted with parents, pupils, teachers, administrators, and local bargaining units to create a plan that would maximize learning opportunities for all pupils. CVC also gathered essential feedback in several different focus groups such as:

- Parent Teacher Group
- English Learner Committee
- School Site Council
- Coffee Chats with the Principal
- Family Surveys
- Weekly Check-in Form (survey) to all Teachers

CVC made a concerted effort to consult with parents, upper elementary and middle school pupils, teachers, classified staff, administrators, and local bargaining units to create a plan that would maximize learning opportunities for all pupils.

The Learning Continuity Plan was presented to stakeholders during Coffee Chats with the Principal on August 27th and August 28th, 2020 and shared with staff. Both groups had the opportunity to review the plan and provide input and comments. The Learning Continuity Plan was

presented to the community at a public hearing of the governing board on September 8, 2020. The plan was adopted by the governing board at the September 22, 2020 Board Meeting.

Classified staff check-in and telecommuting agreements were made.

In order to reach stakeholders without internet access, personal phone calls were made to each and every CVC family. CVC documented the calls and any feedback that was collected.

All material posted was done in English and Spanish on a wide variety of school platforms.

CVC has considered stakeholder engagement before our Learning Continuity Plan was finalized. Our plan includes and addresses the needs and concerns of the community. Administration identified the trends of the biggest concerns of our school community that came out of Coffee Chats, one on one conversations, and surveys through a variety of platforms including ThoughtExchange.

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

All CVC board agenda items were posted on the district website, emailed to families, and posted on social media networks. Stakeholders had the opportunity to email their public comments to board members. All CVC board meetings were shown live on the district's YouTube channel. For those that were not able to watch live, they were able to watch the archived meetings on the district's YouTube channel. There was an increase in stakeholder participation in public meetings and public hearings, so much that they are considering continuing this system after COVID-19. We also posted these essential meetings on all of our communication platforms such as:

- Black Board
- Twitter
- Facebook
- Class Dojo
- Teacher Classroom Platforms
- Peach Jar

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

Stakeholders' number one concern was the health and safety of our community. The second concern was support with technology for learning purposes. The third concern was how to support the students of essential workers during the synchronous instructional part of the day, and lastly, our stakeholders were concerned about capacity building for our teachers and parents in the area of use of technology for learning. We will continue seeking feedback from our stakeholders. This will be done during our various group meetings, such as- Coffee Chats with the Principal that are held each month and promoted throughout the month. Feedback from stakeholders will continuously drive our educational program to ensure we meet the diverse needs of our school community. Many instructional changes and additions have been made as a result of the data that we have gathered from our community. One area of need that we are very proud of is that we are able to offer a parent PD each Friday that focuses on building their technological skills. These skills will enable our families to directly engage with their child's educational progress. Admin will continue to work closely with our teaching staff and resolve any challenges that they are faced with related to distance learning. On the Panorama survey, 93% of staff felt that the admin at CVC is either extremely helpful/quite helpful in resolving challenges related to distance learning. We will continue working together as a community to meet the diverse needs of our community.

CVC Stakeholders expressed many thoughts regarding improved scheduling, expectations, and support during Distance Learning. All groups' number one concern was health and safety.

Additional supports have been added including an online adaptive program, Imagine Learning, at the elementary and middle school level.

Based on the feedback related to Safety and Sanitation representing by far the highest proportion of themed responses from both the family and community members and the staff members who participated in the Reopening Plan Town Hall and ThoughtExchange input meetings, in partnership with PSUSD, CVC has developed a clear plan for cleaning and sanitizing school grounds and for providing personal protective equipment to staff and students once they return to campus.

Clear expectations and signage are in place to support maintaining social distancing and the wearing of face coverings. When 6 feet of social distancing is not possible plexiglass shields have been installed for stakeholder safety. Additional cleaning protocols are in place, including the addition of a full-time substitute custodian at all sites. Additional hand sanitizer dispensers and portable hand washing stations have been purchased for all school sites.

Based on the stakeholder feedback from The Teachers Association provided feedback on the need for additional preparation and planning time for teachers during the Distance Learning instructional model, for certificated staff to be able to choose their work location; at home or in their classrooms, and the option to bring their own children to campus with them if working from their classrooms.

Based on the classified staff data collected, working conditions were also agreed upon and outlined in the Teamsters agreement. These items include choice of work location for some job classifications.

The data reported that teachers had low confidence in their ability to provide rigorous distance learning instruction. Professional development opportunities for staff have been increased with some of the opportunities being offered at various skill levels, for example beginner, intermediate, and advanced, to allow all staff to receive support aligned with their technology skill level.

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

The feedback from stakeholders directed us to design a Distance Learning plan that would ensure the health and safety of the community while still providing a rigorous, instructional program, in which Social Emotional Learning is addressed and technology support is provided. Instructional schedules include the required synchronous and asynchronous minutes. Cielo Vista Charter will be hosting weekly, live support for parents and teachers in the area of technology. Cielo Vista Charter will provide weekly professional learning for our teachers to ensure that they are receiving the support to effectively deliver instruction that is rigorous and meets each child's individual needs.

CVC Stakeholders expressed many thoughts regarding improved scheduling, expectations, and support during Distance Learning. All groups' number one concern was health and safety, however, some stakeholder groups indicated different concerns:

Based on the feedback related to Safety and Sanitation representing by far the highest proportion of themed responses from both the family and community members and the staff members who participated in the Reopening Plan Town Hall and ThoughtExchange input meetings, in partnership with PSUSD, CVC has developed a clear plan for cleaning and sanitizing school grounds and for providing personal protective equipment to staff and students once they return to campus.

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# 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.]

How and When Will CVC Begin Regular Classroom Instruction?

CVC has a plan to move toward offering classroom-based instruction in phases, once considered safe to return by the Riverside County Department of Health and the requirements stated above. A Two-Day Rotation blended learning instructional model has been created and safety procedures have been outlined. The instructional model and schedule created for distance learning is one that would easily transition to a Group A - Group B Hybrid Model. Safety Plexi-Glass is being installed at the front office; additional hand sanitizer units are currently being installed school-wide. We have switched over to alcohol-based hand sanitizer. Electrostatic high-volume sprayers are being used to disinfect. An additional hand-washing station has been purchased and installed. We will bring back our most vulnerable populations first and ensure that we follow the guidelines that are set by the Riverside County Department of Public Health. We will follow social distancing requirements and other safety guidelines as provided by local and state authorities, the Occupational Safety and Health Administration (OSHA), and the California Department of Public Health (CDPH).

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

Description	Total Funds	Contributing
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	5,330.00	No
Custodians: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas. Increased use of sanitation procedures, including hand washing, sanitizing all surfaces, restrooms	8,955.00	No

Description	Total Funds	Contributing
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	2,655.00	No

## 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.]

Cielo Vista Charter will continue to provide a high-quality education to all students. Adopted curriculum textbooks and consumables have been distributed to families, TK-8. CVC has planned for three days of the monthly distribution to have the most up to date materials needed for our students aligning with teacher instructional units, modules, and lesson plans. The synchronous instruction provides a rigorous course of study for each child and has the support in place to ensure a full curriculum similar to that that was offered before we experienced the closure of schools. CVC teachers, tutors, counselors, and other support staff have been able to replicate the onsite personalized learning model of instruction and services utilizing Google Classroom, Google Meet, individual phone conversations, the use of technology platforms, and any other means necessary to ensure students received necessary and ongoing support to include academic, social and emotional support as needed. We have also allowed our students to use their voice in designing clubs that will be student-led and supported by a club advisor.

CVC staff have full access to a variety of online, high-quality learning platforms that represent all content areas and subjects. These platforms can be accessed seamlessly whether students are learning in class or at home in the event of school re-openings and subsequent shutdowns. Also, teachers will utilize Google Tools for educators to streamline communication amongst our families. CVC curriculum can easily be accessed online and transferred to meet the demands of a rigorous online platform. Throughout last spring and into this fall, our teachers have identified effective practices for using this material in an online setting. This transition to distance learning has included a few steps- Creating yearlong plans to effectively align with our online curricula and learning platforms to each core subject area. Synchronous instructional minutes delivered during distance learning will be scheduled in strategic parts and include whole class, small group, and independent activities. Regular and effective formative assessment practices will enable staff to meet collective and individual student needs. Checking for understanding is a critical component of our instructional practice, it provides teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional

practice or reteaching is needed before moving forward with the lesson. It also allows for the identification of specific students' needs and supports the differentiation of instruction.

Teachers have created year-long instructional plans clearly defining their instructional course ensuring for equitable learning opportunities for all students. Resources will be aligned to each instructional path to ensure additional supports are aligned with first best instruction. These plans will be communicated to families via our CVC website. Families will also be given access to our supplemental resources to support their child at home. Supplemental resources are also available on our CVC website. Clear expectations for teacher and student contact were established and communicated to staff and students. Our additional support staff have been contacting families. Teachers will continue to receive professional development in the area of delivering the first best instruction via a distance learning model.

In our instructional schedule, teachers will provide daily, live class meeting times Monday-Friday, via Zoom or some other virtual meeting platform. Additionally, teachers meet one-on-one with every student at least once per week to discuss progress and additional support needed. Student progress is monitored regularly by the teachers and tracked via a Google spreadsheet or teacher-created tracking system that is shared with the administrators at the site.

We have also included in our school schedule the minutes of Synchronous and Asynchronous instruction. CVC students will have access to a substantially similar quality of a school day by having access to Physical Education, Music, Art, and Coding weekly, along with two electives daily for our middle school students.

CVC will ensure student learning and competency development through a variety of learning programs, curriculum and strategies. Through Leader in Me Curriculum, students will gain skills in self-awareness, self-management, and responsible decision making skills. With restorative practices and morning meetings, students will develop social-awareness and relationship skills.

<https://www.thrively.com/>, will guide students into discovering their own strengths and interests, furthering engaging them in competency development.

CVC will continue to enforce and maintain safe behavioral practices when people access campus. To prevent the risk of exposure, the following practices must adhere to:

Physical Distancing - At least 6 ft. apart

Utilize hand sanitizer when handwashing is unavailable

Avoid touching eyes, nose, and mouth

Clean and disinfect frequently touched objects and surfaces

Frequent proper handwashing

Properly wear a face covering over nose and mouth when around others

People will stay home when sick

Healthy workplace and learning environment

Extra custodial support to clean high touch areas, including tables, chairs, door handles and push plates, handrails, light switches, elevator push buttons, countertops, phones, keyboard/mouse, faucets, sinks, drinking fountains, etc.

Continue routine cleaning

Training for all staff regarding the differences between cleaning and disinfecting

When CDE and Riverside County allow for small cohorts of students to be offered classroom-based instruction, CVC will identify students who have experienced significant learning loss due to school closures in the 2019 - 2020 school year. CVC will bring small cohorts of students to provide direct instruction, guidance, and support in a small group learning environment.

Teachers will provide intervention through direct instruction in reading and math, including progress monitoring assessments and benchmarks. RSP and English Language Learners will be a large part of the student cohorts population. CVC teachers will work

collaboratively to build content and share best practices in scaffolding and supporting students accelerating learning in order to intervene significant learning loss.

CVC will develop an instructional model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students who are at greater risk of experiencing learning loss due to future school closures. The intervention plan for implementation is to bring in small cohorts of students that have not been successful during our distance learning model. The strategies that will be used to accelerate learning loss by building schema and focusing on past concepts and skills, but always in the purposeful context of future learning. Teachers will build vocabulary and close gaps in prior knowledge in a small learning setting in order to better prepare for future accelerated lessons. CVC has purchased Imagine Learning for both ELA and Math in which the program provides a benchmark assessment and provides individual learning plans for each student.

CVC will continue to build student confidence and self-efficacy; and teachers will continue to build teacher collective efficacy in order to support and accelerate learning loss.

## **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.]

Cielo Vista Charter is determined to provide devices and connectivity for those in our community that are in need and have been working since the beginning of the pandemic to secure access to devices and connectivity for all students. Providing students with access to technology has been our top priority. Cielo Vista Charter has distributed Chromebook devices to all of our students, Tk-8 grade. Our CVC Community Liaisons are calling to ensure and document that all of our families have a school device and access. Our liaisons are also reaching out to families weekly to ensure that each child has the correct support in place during distance learning.

While we know that many internet service providers offer free short-term internet access to students as a result of the pandemic, some students and families have not been able to utilize this opportunity due to our local internet service providers being closed or delayed during this time. As a result, we have been distributing hotspots to our students.

To help mitigate one of our needs that was identified when we collected feedback from our stakeholders was the need for tech support for our families. To utilize our tech depots that are set up at our various high schools within PSUSD, we also are providing daily Tech support is available via phone call for our families that experience technical difficulties during synchronous and asynchronous instruction. The district offers weekly “Tech Depots” in which families can take their devices and hot spots to get fixed, updated, or traded-in. There are also help desk emails set up for each elementary, middle, and high school level to provide an avenue for our families to reach out for tech support. Each week, on Fridays from 1:10-1:50 parents have the opportunity to join for live tech parent training. These training sessions will be translated and the information presented will be housed on our Cielo Vista website for families that can not attend the synchronous opportunity.

## **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.]

CVC will assess pupil progress through live contacts and synchronous instructional minutes by providing opportunities to demonstrate their learning. Teachers will give formal and informal assessments to track progress and provide data-driven instruction. Teachers are documenting participation daily for both synchronous and asynchronous learning time and minutes. We will continue to measure participation and the amount of time spent engaging on a variety of learning opportunities. These opportunities will be aligned to the standards and drive our instructional practices.

We have had to replicate our high interest, rigorous and standards aligned instruction that was taking place in the school building prior to the closure of schools onto a completely 100% digital learning experience. Google platforms have enabled us to do so quite effectively. There are many things that have not changed drastically, which includes the monitoring of student progress. The digital platforms have allowed our teachers to gain a skill set that will in fact transform their teaching during distance learning, but also in the upcoming years.

There is a daily check-in system in place in which teachers (certificated employees) document synchronous student participation and asynchronous student engagement on Synergy. Teachers will conduct synchronous instruction from 7:40 a.m. - 11:50 a.m. for grades 6 - 8 and from 8:40 a.m. - 12:15 p.m. for grades Tk - 5. Students will work on teacher assigned asynchronous work until 2:35 for middle school and 3:30 for elementary. CVC administrators will have access to pull daily reports and progress monitor this data as well.

For our students with special needs, CVC special education teachers and paraprofessionals maintain regular and frequent contact with each student. Contact and communication is tracked through a series of reporting documents which measure specialized academic instruction minutes, related services minutes, notifications, attempted notifications, missed sessions, work assigned, and work completed. Special education teachers will continue to generate information on the progress of their students and align instruction and support to address academic deficits. CVC will continue to administer assessments to assist in monitoring student academic growth.

All teachers will assign a time value to pupil work.

## **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.]

To begin the school year, all teachers received professional development in platforms that would enhance student engagement. The platforms included PearDeck, NearPod, and Screencasting. In addition, all certificated staff participated in a training session focused on effective Distance Learning English Language Development strategies. Professional development will be ongoing for English Language Development strategies and will be provided to teachers throughout the year. Our staff will also continue receiving professional development

in the following areas: English Learner strategies, research based instructional practices for both Math and English language arts, and social emotional learning practices.

Teachers were also provided synchronous professional development the full two weeks leading up to the start of school in the areas of becoming an engaging Zoom Facilitator, Cooperative Learning in the Virtual World, and Building Classroom Community during Distance Learning. There were several other and beneficial asynchronous trainings on a variety of educational technology tools that teachers may integrate. Current and future professional development and training will focus on building distance learning skills and technology-literacy among all staff and, more importantly, building virtual relationships between staff and students to meet both student social-emotional and academic needs. Teachers have and will continue receiving Scholastic training on how best to facilitate guided reading groups in a virtual world, and also how running records are administered virtually as well. Our distance learning course will include but not be limited to: Building Virtual Relationships, Remote Use of the Student Information System, Virtual Classroom Management, Cooperative Grouping training, and Virtual Best Practices. These Professional development opportunities will be brought in from CORE and other high quality providers. Our professional development opportunities provide additional support that our most vulnerable students need to navigate a rigorous course of study.

In order to continue to meet federal and state special education timelines and mandates, special education teachers are trained in the use of DocuSign and which permits the collection of required signatures and consent for services electronically. Special education teachers are provided with guidelines on best practices for conducting individualized education program (IEP) meetings using teleconference methods. Service providers receive training on practices and approaches for virtual service delivery and assessment. A series of checklists are currently being developed to allow case managers to conveniently track and gauge the delivery of services and the progress of students. Also, special education teachers have received Goalbook training.

Technological support is available to staff each day to help assist with any connectivity problems they may be having. A technology support form can also be filled out at [www.cielovistacharter.com](http://www.cielovistacharter.com) for our families experiencing technology issues. Staff also has access to the helpdesk at our district office. We also have an IT person assigned to our site for assistance.

Resources that have been provided to staff include access to a view sonic allowing them to engage more effectively with their students. They have also received a stipend that allows them to purchase any resources that they may need during distance learning. Each teacher received \$300.00 to purchase distance learning resources.

## **Staff Roles and Responsibilities**

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

All staff roles and responsibilities have adjusted to meet the needs of our students and community.

Due to the governor's orders, all certificated employees have been asked to engage with students and deliver instruction from a distance. This instruction includes the following:

- Direct instruction face-to-face via online tools and platforms
- Building literacy skills through online applications
- Demonstrating learning activities through the use technology
- Engaging students in multiple subject areas
- Managing student behavior while working through distance learning
- Engaging all learners to participate and actively serve as a contributing member of their virtual classroom
- Counselors and teachers providing social emotional services through online interface to support anxiety and disengagement from the learning process

These are a few of the attributes that exist within our distance learning model.

Our classified employees' have been asked to support our community in very unique ways. At times, outside of their regular job description. Our classified supervision aides are currently serving as our community liaisons. They are each designated to a specific grade level TK-8. Their new responsibilities are to support the teachers by communicating with families and maintaining a strong school to home connection. Our school security officer will also be reaching out to our families and gather information relating to how we can support them during distance learning. They also have been assisting each week with the meal distribution.

CVC has modified current teacher schedules in order for them to be able to provide live support for both our teachers and families throughout the week.

### Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day. Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Riverside County Health Department. This will include entry of detailed attendance data into the student information system.

### Custodial Staff:

Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.

## 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.]

The focus of our plan is to maintain the inclusion of each and every learner by providing appropriate support for students receiving Special Education, provide targeted student support and intervention, and continue to support our English Learners. Designated ELD and integrated instruction development including assessment of progress has been strategically built into the school schedule in the areas of math and ELA. Our district has purchased additional programs to support our English Language learners and are communicating with families via personal phone calls.

### English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 150 minutes/week
- Grades 1-5: 150 minutes/week
- Grades 6 - 8: 240 minutes/week

English language learners will have the opportunity to attend groups focusing on social emotional needs. Also, small group instruction is built into our schedule to work on skills in the 4 language domains. Parent trainings are offered through the parent engagement center and our active ELAC allows for parents to receive strategies that they can assist their child in their academic coursework. Both Imagine math and Imagine Language and Literacy have live teacher support for our students to gain additional support. FEV tutoring is also available for our English language learners.

### Students with disabilities

Our Special Ed teachers are communicating with our families on a weekly basis in order to determine how else they can support their child during this time. Special Ed teachers and parents are collaborating on creating learning plans in which they focus on three areas of improvement, including social-emotional goals.

Students with disabilities will be provided with services and support, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students will remotely complete diagnostic assessments in the beginning of the school year to determine present levels. These present levels will be shared with families. Students' days will consist of both a synchronous, live interaction with special education teachers and service providers, as well as asynchronous time when students may be working on individualized instruction in research-based programs such as Imagine Math, Imagine Literacy, Read Theory, or Moby Max . Each student's individual schedule will be developed by the IEP team including feedback from the general education teacher. Our students with disabilities are being assessed on campus as approved by Riverside County Health. Each child received a Distance Learning Plan to meet their individualized needs. Mental health services are readily available to them in the event that they are experiencing anxiety or any other negative feelings during distance learning. Our students with disabilities participate in core instruction each day with their peers which align to their current IEP time considerations. All identified students in grades PreK-8 use a Chromebook to access distance learning. The platforms being utilized have many tools built in such as magnification, closed captioning, and text to speech to assist our students in accessing their content. Other tools built into Zoom include screen share, share documents, use the chat feature, and raise a hand.

Listed below are details of the IEP service delivery:

- \* Related Services will be delivered as stated on each student's IEP.

These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, and Counseling and Physical Therapy.

- \* During distance learning, the service minutes of Resource Specialist Providers (RSP) will be adjusted to a percent of the minimum instructional minutes required for each grade.

- \* During the hybrid model, RSP services will be delivered during the asynchronous portion of the student's school day.

- \* During distance learning, Special Day Class teachers will be providing the minimum instructional minutes required for each grade level.

- \* During the hybrid model, SDC students will receive their related services during the asynchronous portion of the school day.

#### Foster and Homeless Youth

Our school counselor is meeting the needs of our foster youth through the implementation of the EDGE program. As a school community we have been trained in restorative practices and trauma informed practices. We will connect these families with community groups and agencies that help provide shelter, food, job opportunities, child-care and other resources as needed.

Specific supports will include:

Case management to support all eligible foster youth

Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.

Monitoring of attendance/engagement and communication with teachers and administrators when needed.

Referrals to both district and community agencies for additional support/resources as needed.

Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.

Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.

Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services.

Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

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

Description	Total Funds	Contributing
Reassign 1 General Education classroom teacher for tech support/parent engagement	115,285.99	Yes
Provide stipends for the teacher leadership team to plan for reopening necessary to implement distance learning and hybrid, in-person instruction. Also, implement the Leader in Me foundational skills to align with academic and culture goals	45,000	Yes
Replace obsolete teacher laptops and purchase additional laptops for new teachers to provide distance learning for students	50,000	Yes

Description	Total Funds	Contributing
Provide stipends to teachers for engaging in professional learning opportunities outside their workday to improve skills necessary for distance learning and hybrid in-person instruction	28,000	Yes
Contract for professional development opportunities for teachers to improve skills for distance learning	45,000	Yes
Provide 1.0 FTE Curriculum Resource Teacher/Academic to provide professional learning opportunities and coaching for teachers to improve skills necessary for distance learning and hybrid in person instruction	\$151,053.66	Yes
Provide chromebooks for students in Transitional Kindergarten and Kindergarten 1:1 Digital Access	45,000	Yes
Procure SeeSaw learning management system software for grades TK-3	3,500	Yes

Description	Total Funds	Contributing
Imagine Math & Imagine Literacy	150,000	Yes
Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	55,000	Yes
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	18,000	Yes
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	22,000	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.]

CVC will administer three comprehensive interim assessments during the 2020 - 2021 school year. Students Tk - 8 will take a benchmark assessment using Imagine Learning Math; Tk - 5 will take an Imagine Learning ELA Assessment; 6 - 8 will take School City Benchmark Assessment. Formative assessment resources are available to assist teachers in monitoring progress of students, data tracking templates, and PLC resources for collaborative planning and data-driven decision making processes. Progress monitoring efforts and use of Formative Assessment resources will be reported through Scholastic Reading Running Records, School City Reports, Imagine Math and Imagine Literacy Reports, as well as teacher created reporting systems. Grades 3 - 8 will be using IABs in both ELA and Mathematics to determine learning gaps and strengths in grade-level skills. This information will drive our instructional program, and ensure that each child is receiving a rigorous course of instruction with support in place to ensure the academic growth of each pupil. The Imagine Learning Language and Literacy will be utilized each trimester to measure growth in all 4 domains of language development. All assessments will look closely at ELPAC performance level to best identify our English learner 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.]

A diagnostic assessment will be administered to all of our students in the area of Mathematics and English Language Arts. Upon their results, teachers will customize their instructional plans to ensure that their collective and individual needs are met. Actions that will be taken to ensure that learning loss is mitigated include:

Each child will receive tier one best first instruction. Instructional strategies will be planned, delivered, and monitored to meet the changing needs of a diverse student population. Instructional services will be provided to address individual needs and to close learning gaps that may exist. During our PLC's teachers will analyze their student work as well as assessment results to assess student progress and achievement, identify any need or gaps, and make instructional shifts if need be. Our teachers will use a variety of assessments to inform this practice. The classroom assessments will be frequent, rigorous, and aligned to the Common Core State standards. All English learner students will receive 30 minutes of ELD instruction from their teacher. This instruction will build the supports needed for each child to build the language supports necessary to access their core curriculum. Teachers will utilize ELPAC results, running record data, and formative assessments to identify the needs of each child. During their ELD instructional block their will be a focus on language feature as phonology, morphology, syntax, language structures and forms, academic language, language functions and other features. FEV tutoring will also be available to each child to gain additional support in all content areas.

Our daily Distance Learning schedule in all grade levels includes specific time designated to support learners in small groups. These small groups allow our teachers to intervene and offer tier 2 support to our struggling students. Also, to offer language supports to our English learners. This time allows for our English learners to build upon their skills in all 4 domains of language development. Students are able to hold collaborative conversations and help each other in areas that they may need additional support. Additional support staff are available and have a specific focus placed on monitoring the data and providing small group and 1:1 support for English Learners, low-income students, foster youth, students with disabilities, and students experiencing homelessness. Imagine Math and Imagine Language and Literacy is also available for students to complete that will work on areas that may need attention, and also provide an enrichment opportunity for gifted pupils. Supplemental programs are also available to our low performing students. Teachers have been trained in helping students develop language skills but also integrate these skills into their content areas. The use of thinking maps is a critical component of our instructional model and also capitalizing on the experiences that our ELLs bring to school. Foster Youth and Homeless Youth are given the opportunity to share their unique experiences with their guidance counselor and create individualized action plans that create relevance to what they are learning. We also provide them with the resources that will help the families with hygiene and personal needs. Our students with exceptional needs are given extra support and have many opportunities for tutoring and have support in place for them to succeed. These supports include the reteaching of material in a small group directly after their core instructional block. Our low income students are challenged each day to promote collaboration amongst their peers. Also, real-world skills are taught to all students.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The effectiveness of the services and supports provided will be measured by assessment data as well as direct feedback from our parents, students, and teachers. With strength and trust in relationships - honest conversations will be had in order for CVC to make adjustments and continue to improve services and support until we have 100% of our students achieving and growing academically and personally. We will ensure that all children are receiving standards-based curriculum, aligned with rigorous assessments and frequent classroom evaluation. We will ensure a culture that drives each child to their highest potential while building 21st century skills as well. Our instruction will include multiple opportunities for our students to build these skills: collaboration, critical thinking, creativity, and communication.

Interim assessments will be conducted mid-year. Running records will also be administered to students three times a year. In addition, all grades will complete assessments in ELA and mathematics designed to measure student progress in current year standards. Testing grades will administer 4 IAB's throughout the year to gauge their instructional progress in relation to the rigor of the standards. The results will provide teachers with data that will drive their instructional routines. Professional learning communities will be implemented to disaggregate data and to ensure supports are in place for both struggling and high achieving students.

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

Description	Total Funds	Contributing
Virtual Tutors/Teachers to provide support in ELA, ELD and Mathematics	45,000	Yes
Diagnostic Testing for students through Imagine Math & Imagine Language	55,000	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.]

CVC will continue to strengthen relationships and student connection to school. The school will continue to offer opportunities for students to engage in school clubs, the student lighthouse team, and the student council leaders will make decisions and contribute to creating a virtual school culture in which all groups are represented, feel connected, and safe. Cielo Vista Charter has integrated weekly SEL lessons into the school schedule. SEL lessons are created by the school counselor and others are integrated with our Leader in Me curriculum. The Leader In Me curriculum will allow for students to access academic content through building essential self-management skills, resilience and connections. Our model will continue developing an understanding of trauma, building positive supportive relationships between and among staff and students, cultivating mindfulness and compassion, and embracing diversity and inclusion. This model ensures that all of our school program, system, and offerings are infused with evidenced-based educational and professional practices, especially guided by Adverse Childhood Experiences (ACEs) science, and our foundational themes of relationships, compassion, mindfulness, equity, inclusion, and growth-mindsets. Our restorative practices work is continuous and will drive us through this time.

The school counselor has provided a platform (calendly) for students and parents to schedule time to meet with her; she is also available via email and phone to schedule appointments.

Mental Health services are continuing to be provided for our families virtually by our school therapist. CVC has expanded student mental health services using COVID relief funds. The CVC community is connected and promotes virtual events, training and resources provided by the PSUSD Family Engagement Center.

Mental Health and Social and Emotional Well-Being for staff is at utmost importance at the moment in order for them to show up their best for our students on a daily basis. Our school counselor provides many resources for our staff in the area of self-care. Also, administration provides tips to the staff on how to maintain balance in an uncharted world. Our CVC students who currently receive mental health services designated in their IEP, the mental health provider will continue to provide all services virtually. They will monitor student progress and well-being and will take appropriate measures to increase services or supports when they have determined a student is struggling or is in crisis.

CVC administered a survey to all MS pupils on Wednesday, September 9th, in order to gather data on SEL. Our Playworks Coach is reaching out to students directly that are not showing success academically during distance learning and providing support. She is monitoring and providing tips. CVC teachers are providing weekly SEL lessons, hold morning meetings in order to create community amongst the classroom, as well as gain an understanding of how students are personally doing. The school counselor has identified targeted groups of students school-wide after administering a short questionnaire and meeting with all 890 students. Our school counselor provides weekly SEL lessons, schedules small groups and provides the opportunity for individual appointments in order to monitor student mental health. CVC also works closely with the district mental health department. Our school counselor is available to our families; parents are able to schedule appointments with her on our website.

CVC administration will continue to monitor staff mental health by providing the weekly check-in form, providing resources and support. CVC is a Leader in Me school, that emphasizes the importance of Habit 7: Sharpen the Saw and the 4 disciplines of renewal. We are consistently encouraging our staff to focus on this daily renewal and habit. CVC administration will continue to provide opportunities for our staff to connect, build community, and understand that we are all in this together, even when we are feeling the most isolated.

CVC will participate in professional development provided by Dr. Malik Muhammad addressing the trauma and other impacts of COVID-19 on the school community. Our school counselor will provide training addressing both the impacts of trauma and self-care. Our Leader in Me coach will provide training on the importance of living the 7 habits in our personal lives, using the inside out approach.

## **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.]

CVC has assigned grade level community liaisons that will be reaching out to families via personal phone call in order to check in with families to ensure they have all materials and technology needed in order to engage in distance learning. If pupils are not engaging in

instruction and are at risk of learning loss, CVC will follow a tiered approach for engagement strategies for pupils. CVC will focus on building relationships with our families in order to support them during this time. First Tier: teacher will make personal phone calls home to identified pupils in order to get to know the family and learn more about their current situation. Teacher and family will brainstorm strategies that will help pupils attend synchronous instruction as well as complete asynchronous work. CVC will continue to provide curriculum consumables and materials monthly.

CVC plan begins by reaffirming the importance of attendance and engagement in school. Cielo Vista Charter wants students to Not only be present or “logged in,” we want them to be engaged: interacting, thinking and connecting. CVC’s Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state, and county Public Health as well as the requirements outlined in Senate Bill 98.

CVC will create a plan to monitor student attendance and engagement and provide support to students, families, and teachers when needed. The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. A significant change made to the district’s strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district’s definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

#### Behavioral engagement (physical actions)

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching

#### Cognitive Engagement (Cognitive Processing)

Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task

#### Emotional Engagement (Motivation and Emotional Response)

Reflects a student’s involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. This is viewed as a collective responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

CVC is committed to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress.

CVC has assigned grade level community liaisons that will be reaching out to families via personal phone call in order to check in with families to ensure they have all materials and technology needed in order to engage in distance learning. If pupils are not engaging in instruction and are at risk of learning loss, CVC will follow PSUSD’s tiered engagement strategies for pupils. CVC will focus on building relationships with our families in order to support them during this time. First Tier: teacher will make personal phone calls home to identified pupils in order to get to know the family and learn more about their current situation. Teacher and family will brainstorm strategies that will

help pupils attend synchronous instruction as well as complete asynchronous work. CVC will continue to provide curriculum consumables and materials monthly.

The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of PSUSD.

Tiered Re-engagement Strategies:

Tier One: Students attending school regularly (98%)

Re-engagement Strategies:

Positive relationships, engaging school climate, clear and consistent communication between school and families. Attendance incentives.

Tier 2:

Students who attend/engage moderately (80%)

Re-engagement Strategies:

Phone calls home, brainstorm strategies to increase engagement.

Tier 3:

Students who attend 40% or less

Re-engagement Strategies:

Referral to school counselor

Referral to SART (School Attendance Review Team) meeting

Tier 4: Unreachable students: No contact or engagement

Re-engagement Strategies:

Home visits, referral to outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, and engage in data-based site level planning to address identified issues.

The Cielo Vista Charter administration team consists of a bilingual and biliterate Principal and Assistant Principal. The front office staff, paraprofessionals, and supervision aides, who are currently working as our community liaisons are also biliterate. All communication that is sent out to our families is done in both English and Spanish. When making personal phone calls home, we speak the language our community feels most comfortable speaking. CVC provides translation at all virtual meetings, and parent professional learning. CVC is building a Latino Literacy Program, as well as bringing English Language Education to our parents.

## 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.]

CVC will continue to be a site for distribution of school meals. Every Wednesday meals are distributed from 7:00 am - 8:30 am. PSUSD has established a successful nutrition program since the school closures in March. It is curbside pick-up and the staff/team all adhere to the national, state, and local health and safety guidelines during meal preparation and distribution. There are 19 school sites that will continue to provide nutritious meals to any and all students enrolled at a PSUSD school. The district has designed an ID card check scan process to ensure and track the number of PSUSD families that we are serving. Students are being fed and there is strong communication with families. CVC is notifying parents and school communities via various platforms, including phone calls regarding school meal service dates, options, and procedures.

When our school returns to a multi-model offering, some students will attend school on campus for the Hybrid Learning Model and others will continue the Distance Learning Model. Students participating in the Hybrid learning will pick-up their meals in a “grab and go” manner prior to departing from school each day. The families of our students participating in the Distance Learning Model will continue receiving meals using the drive through, curbside available on Wednesday mornings from 7:00-8:30am.

When all restrictions are lifted, lunch will return to normal.

The following general procedures will apply to all meal periods:

1. Nutritional Services employees serving food to students will wear a face shield. All others will wear a face shield or face mask over their nose and mouth, depending on preference.
2. Social distancing markers will be positioned along the wait line area and students will be expected to socially distance while in line
3. Students are expected to wear facial coverings over their nose and mouth while waiting in line and obtaining their meal. They can remove their facial covering while they are eating.
4. Students must use hand sanitizer before entering the cafeteria or upon approaching the mobile cart serving line
5. The maximum number of students to be inside the cafeteria will be posted at the entrance
6. Salad bar and stainless tables will be removed from the cafeteria to provide more space for queuing with social distance
7. All meals will be pre-plated or prepackaged. There will be no salad bars or share tables. All condiments will be in individual packages or packets.
8. PIN entry pads will be removed
9. Nutritional Services employees will sanitize all contact services in the wait line and cafeteria before and after each meal period
10. Campus Supervision Aides and/or Custodians will clean and sanitize lunch tables before the first meal period and after each meal period

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	5,650.00	Yes
Mental Health and Social and Emotional Well-Being	Social Emotional Learning (SEL): Maintain existing staffing and supports to implement school programs and support school initiatives. Professional learning expanded to address	85,000.00	Yes

Section	Description	Total Funds	Contributing
	distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.		
Mental Health and Social and Emotional Well-Being	Care Solace: connect our families with mental healthcare resources and providers in our community.	13,566.00	Yes
Pupil Engagement and Outreach	Parent Teacher Home Visit Program	18,500.00	Yes
Pupil Engagement and Outreach	Work closely with our District Parent Resource Center: Maintain existing staffing and supports to support district wide parent engagement. Within the school closure context, the Family and Community Engagement staff are partnering closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students.	22,000.00	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
24.78%%	1,717,130

## 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.]

CVC has several planned actions and services to target the needs of our unduplicated students. Actions and services implemented and are determined to be the most effective or efficient implementation model through research, data analysis, or stakeholder input. The actions and services provided are directed towards meeting the needs of the population who are identified as unduplicated students of low-income students, English Learners, and foster youth. While all students may receive some of the services, they are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students. The services and programs supporting English learners, Low Income, and Foster Youth include:

Due to connectivity issues in some of our family's homes, specifically our low income, foster and homeless students we have provided them with hotspots. These hotspots will assist our pupils in attending their virtual classes. Also, families can utilize the hotspot to help them navigate sites that may be hiring as they have also suffered from loss of employment. Equitable access to technology continues to be a need for our Low Income, Foster Youth, and English Learners. CVC has purchased chrome books for all students. When we return in the building, we will be a 24/7 model as the students will have a device at home and at school. We have added tech support on site in addition to the technology depots that are available to support the learning needs of English Learners, Foster Youth, and Low-Income students. Cell phone stipends are provided to the classified staff members to enable them to provide more individualized support to these students as would occur in a traditional school setting. This will also address pupil learning loss and pupil and family engagement and outreach. Our classified staff is reaching out daily to our families.

For the last 2 years we have been involved in ongoing professional development aligned to supporting student literacy skills. Various protocols and strategies have been implemented to effectively address the needs of Low Income, Foster, and English Learner students. The purchase of NSGRA kits and Literacy Pro has provided our most vulnerable student populations with literacy resources at their fingertips. Teachers have been trained in using the NSGRA kits and receive ongoing support from our two academic coaches. The coaches will also assist in looking at our interim and offer supports to teachers to ensure best first instruction.

A variety of software providers and platforms were also purchased to support best first instruction and intervention needs. Programs were selected that provided adaptive learning opportunities tailored to individual student needs. Primary focus of program use is to rapidly close performance gaps for Low Income, Foster, and English Learner students. The effectiveness of these platforms will be closely analyzed in looking at student work samples and data. Student distance learning work packets were distributed during spring 2020 Distance Learning. To ensure equitable access to learning materials for our Low Income, Foster, and English Learner students supply bags were distributed prior to the start of the 2020-2021 academic year. Student supply bags included traditional classroom materials (e.g. pencils, paper, individual whiteboards) for home use during distance learning. Feedback from staff members, parents, and students will be monitored to determine the effectiveness of this action. This action is provided on a school wide basis and supports the Distance Learning Program. Efforts were made to limit or reduce student learning loss, specifically for our Low Income, Foster, and English Learner students, during the summer of 2020.

We will ensure that these individuals receive professional development for intervention- when teachers are highly trained students will perform at higher levels. CVC teachers will be equipped with the best instructional practices to ensure success and support students needs' during core instruction and tier 2 intervention.

Provide professional development to enhance the best, first-instruction of California State Standards that meet the specific learning needs of all student groups. Ensure that cross curricular lesson design is evident to enhance learning opportunities for students. Plans of Actions for Student Success - A review of diagnostic data from locally administered assessments for our foster youth, English learners, and low-income students who are not meeting standards in English Language Arts and/or Mathematics reveals these students display gaps in understanding. In order to address these gaps, teachers write specific plans for students that outline the most foundational area the student is struggling in and the plans for addressing these learning needs.

Provide access to standards-aligned instructional materials as outlined in our charter petition. Communicate this information to parents and post this also on our CVC website. Provide parents with training in a multitude of areas to enhance their skill set.

All Instruction will incorporate targeted growth areas identified through collaborative analysis of SBAC aligned SMART goals and benchmark assessments, and CAASSP assessments. Imagine Math and Imagine Literacy will be utilized to offer additional support to our most vulnerable student groups. These groups will have access to live teacher support Monday through Sunday in the evening hours.

Universal Access Time for Struggling Students - A review of diagnostic data from locally administered assessments for our foster youth, English learners, and low-income students who are not meeting standards in English Language Arts and/or Mathematics reveals these students display gaps in understanding. In order to address these gaps, a Tier II instructional block will be included in teachers' schedule on a weekly basis. During this time students will be homogeneously grouped according to specific instructional needs so that teachers can provide targeted practice.

English Learner Supports - A review of diagnostic data from locally administered assessments for our English learners reveals these students display gaps in language development and comprehension. In order to address these gaps, teachers write specific plans for students that outline the most foundational areas the student is struggling in and the plans for addressing these learning needs. EL students will participate in content curriculum instruction that is integrated with EL instructional strategies that promote English Language Proficiency with appropriate instructional support.

Designated ELD will take place in the core instructional block.

Teachers will be trained and present instructional strategies that provide support to all students through the use of differentiated learning in the core classroom. These training sessions include: Leader in Me. This philosophy builds each child from within. Teachers will begin implementing instruction of grade level Next Generation Science Standards. We will develop a school wide focus area to design and implement instruction that matches the rigor of these standards. Also, implementing and maintaining instructional technology in each classroom.

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our school. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will include Universal Design for Learning (UDL), Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1 on 1 synchronous instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

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

Cielo Vista Charter will receive approximately \$1,717,130 in supplemental and concentration grant funding of the year calculated based upon the number and concentration of low income, foster youth, and English Learner pupils.

A review of our school's needs, along with stakeholder input, determined that utilizing the supplemental grant and concentration grant funding for the following services and programs would be the most effective use of funds to meet the goals for unduplicated pupils. Programs and services using this funding support the academic achievement and engagement needs of our student groups with a significant achievement gap, English learners, low income students, and foster youth. Programs and services principally directed for these student groups include: professional development for teachers in literacy, remediation, cultural proficiency, motivation, English language development (ELD), progress monitoring, early identification and pre-referral supports for academic needs; during the school day Tier II instruction; supplemental literacy and English development remediation materials; and additional personnel focused on supporting students and engaging their families in education.

Our two full-time Academic Coaches are focused on providing additional support to assist our families with strategies to support their children during Distance Learning. In addition, our math intervention teacher works closely with students and families in building their knowledge to also support our pupils in mathematics. We have added several electives that our most vulnerable student population would engage in and build a strong connection to school. These courses include coding, robotics, environmental studies, and game design. Our students also have access to a full-time guidance counselor to support their social emotional development so that they can effectively attend to classroom instruction and be successful. Mental Health services are available both in person and virtually if needed. Increased safety measures also contribute to our student's sense of security, at CVC we have a full-time security officer that services as a mentor to our pupils. We also have a school nurse that helps our students feel cared for. The Game On! structured recess program and additional supervision aides, support Low Income students, Foster Youth, and English Learners in developing positive self-images which directly influence improved academic perseverance and achievement. Additional physical education teachers allow our Low Income students, Foster Youth, and English Learners to receive focused and targeted health and fitness instruction from a certified physical education teacher for additional minutes each week

and allow general education teachers additional collaboration time to identify instructional strategies to most effectively target the educational needs of our unduplicated students. Our arts education program will continue to provide art access and enrichment opportunities principally directed towards, and effective in, increasing or improving services for district Low Income students, Foster Youth, and English Learners. Most of the consultants who provide the art and enrichment opportunities are developing methods to provide those opportunities to students virtually, including the McCallum Theatre 5th grade Aesthetic Art Programs providing Teaching Artists via Google Classroom. Our middle school students have the BAM program that serves our children of color and allows them to find a deep connection to the arts. These experiences will in turn create a strong connection to school.

Professional development opportunities for our staff continue to focus on how best to engage and support our unduplicated students in meeting academic standards and enriching their school experiences, including distance learning and in-person learning formats. ELA, Math, Science, Social Studies, and Special Education Teachers will remain focused on supporting instruction to best meet the needs of our Low Income, Foster, and English Learner students. This collaboration will ensure positive outcomes for our pupils.

Communication with families and parents will take place daily to ensure a solid partnership between home and school. We will continue this model even through our physical closure.