



Learning Continuity and Attendance Plan, 2020-21

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

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General Information

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

On March 13, 2020, Trustees approved the closing of District schools and a transition to distance learning in response to the COVID-19 pandemic. All schools remained closed through the end of the academic year. On July 17, 2020, Governor Newsom announced that all schools within Orange County will be required to open the 2020-21 school year using online learning only. Governor Newsom made this a requirement for all counties on the state's coronavirus monitoring list. On July 23, 2020, the Board of Trustees approved the 2020-2021 School Year Opening and Safety Plan. In accordance with Governor Newsom's Executive Order, SVUSD opened all schools on August 17, 2020 in a distance learning format. On August 23, 2020, Orange County was removed from the Watch List and began the timeline to consider a return to in-person instruction. On September 8, 2020, Orange County moved from Purple (Widespread) to Red (Substantial) on the Blueprint for a Safer Economy. At the SVUSD Board of Education's discretion, in-person instruction can begin on or after September 22, 2020. On September 10, 2020, the Board of Education decided to open SVUSD's schools for in-person hybrid instruction on September 29, 2020. The COVID-19 Pandemic impacted the way education is provided for over 27,000 students. Our teachers had to shift into distance learning instructional format on an extremely tight timeline in the Spring of 2020. As instruction depended on the primary use of technology and video conferencing mediums, the need for professional development, access to new types of resources, and time for lesson planning also increased. The variety of instructional technology tools and software needs were prolific, and necessitated a systematic approach in terms of purchasing, deployment, and training. The pandemic also forced the District to consider revising operations in light of all relevant health and safety guidelines. All schools and district facilities reflect physical distancing measures, efforts to maintain the health and safety of all students and staff, and efforts to reduce the likelihood of transmission of the disease. All of these factors contributed to the intentional development of the Learning Continuity and Attendance Plan.

Stakeholder Engagement

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

The development of the Learning Continuity and Attendance Plan were governed by two primary factors: current and relevant health and safety guidelines as well as feedback from our stakeholders. We offered multiple opportunities for our stakeholders to participate, and took additional measures to gather feedback from those that did not have internet access or those who speak a language other than English. In many cases, school site Community Liaisons increased their reach out efforts especially as families needed to indicate their preference for either hybrid or distance learning instructional model during the summer of 2020. Input surveys were sent in both English and Spanish, including the use of *Thought Exchange* surveys which was available in multiple languages. While initial surveys were sent out in April, we also solicited feedback in July and August knowing that families' choices were influenced by ever-changing health and safety conditions. Feedback was solicited from families, students, and staff members.

- Students
 - May 2020 - Panorama Distance Learning Survey - Student
- Parents
 - May 2020 - Panorama Distance Learning Survey - Parent
 - July 2020 - Parent Survey
 - August 17-23, 2020 - Thought Exchange survey for Parents
- Staff
 - May 15, 2020 - Elementary & Secondary Teacher Survey
 - June 11, 2020 - Teacher Survey - Hybrid Preferences
 - July 2020 - Teacher Survey
 - August 17-23, 2020 - Thought Exchange survey for Teachers and Staff
 - August 21-28, 2020 - Instructional Coaches, Academic Coaches, and Teachers on Special Assignment Thought Exchange
- Administrators
 - August 21-28, 2020 - Principal Thought Exchange
- Superintendent's Parent Advisory Committee
 - September 3, 2020
- District English Language Advisory Committee
 - September 3, 2020
- Board of Trustee Public Meetings

Learning Continuity and Attendance Plan, 2020-21

- September 10, 2020 - Board of Trustee - Regular Meeting - Public Hearing on the Learning Continuity and Attendance Plan
- September 24, 2020 - Board of Trustees - Special Board Meeting - Learning Continuity and Attendance Plan

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

In accordance with the Governor's Executive Order N-29-20, Board of Trustee Meetings were held via teleconference, video conferencing, and live streaming. Members of the public are allowed to provide public comment via a submission form. These comments are read aloud to the Board of Education during public session in accordance with Board Bylaws. The Superintendent Parent Advisory and DELAC meetings were held over Zoom video conferencing which included options to participate via telephone too. Three survey platforms were employed including Google Forms, Panorama Education, and Thought Exchange. Surveys supported multiple languages. Notification of the Superintendent's Advisory is communicated to the Saddleback Valley PTA and shared among all PTA/PTO presidents with formal invitations from the Office of the Superintendent. PTA/PTO Presidents will solicit input from their executive boards to enable full representation of their respective school sites.. For DELAC meetings, the Services for English Learners Department coordinates communication through Bilingual Parent Advocates/Community Liaisons as school sites. Community Liaisons also coordinate with their school Site ELAC presidents and members to announce meeting dates and times. Site principals also send out notification to their parents about DELAC meetings. The Office of the Assistant Superintendent of Educational Services sends out notification of the public hearing regarding the Learning Continuity and Attendance Plan for posting at an elementary, middle, and high school. The dates and times for the Board of Education meetings are shared with the community in eNewsletters that are regularly shared. All Board agendas are posted prominently on the district website for ease of access.

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

The extensive stakeholder engagement process revealed a number of consistent themes from each of the groups:

- ❑ Students shared about the limited adult support that is available for them at home during distance learning. For a large number of students, grades are a motivator for them. They also shared that staying focused at home was a big challenge. Students also saw the benefit of Zoom sessions and thought they could be improved to support them in their learning.
- ❑ Parents' preference for learning models (in-person, hybrid, distance) shifted over time. Parents also wanted to make sure that the district provides options and choices for the learning model the district provides. They recognized that there were a spectrum of needs and situations, ultimately families needed the option to decide on the model most appropriate for their individual family needs. Parents also focused on health and safety measures and their importance if/when schools re-opened to students. They also commented on the need for clear and regular communication during all aspects of the District's response to the pandemic.

Learning Continuity and Attendance Plan, 2020-21

- ❑ Staff shared their struggle with the rapid transition to distance learning. The instructional shifts are major concerns for the teaching staff. They also expressed frustrations with the technology to support and continue in distance learning and the need to overcome those challenges. Teachers also highlighted the neww for system-wide alignment of expectations, procedures, and time to support them in providing instruction and learning opportunities for students. Staff also focused on health and safety measures and their importance if/when schools re-opened to students. They also highlighted the need to provide on-going mental and social emotional support for all.

Stakeholder Input by group, time, and method

❑ Students

❑ *May 2020 - Panorama Distance Learning Survey - Student*

❑ Elementary

- ❑ 52% of students responded that they had an adult at home to help with assignments frequently or sometimes
- ❑ 74% of the students reported that it was quite easy to utilize the distance learning tools that were provided (Google Meet, Zoom, learning applications)
- ❑ 66% of students had talked with their friends over the prior few days
- ❑ 86 % of the students responded that they had put in a lot of effort into their school work in the prior several days

❑ Secondary

- ❑ 58% of the students reported that they spent 3-5 hours per day on their learning or completing work
- ❑ 43% of the students remained focused while doing schoolwork at home
- ❑ 26% of the students had an adult at home who could help them with their school work
- ❑ 65% of the students reported that it was quite easy to utilize the distance learning tools that were provided (Google Meet, Zoom, learning applications)
- ❑ 68% of students reported that their grades motivated them to put effort into their schoolwork while Parent/Guardian involvement came in second as an effort motivator

❑ Sample of Student Ideas for Support in future distance learning.....

- ❑ Be more clear about directions and expectations
- ❑ Provide more explanations on assignments
- ❑ Check for understanding and ask more questions
- ❑ More quality zoom meetings and other times for students to receive clarifications and ask questions; zooms in small groups are helpful
- ❑ Less homework during distance learning

Learning Continuity and Attendance Plan, 2020-21

- ❑ Provide more instruction in math via online videos, offer small group zooms for math help

❑ Parents

❑ May 2020 - Panorama Distance Learning Survey - Parent

❑ Elementary Parents

- ❑ 84% of parents preferred traditional: Student learning at-school for the school day
- ❑ 52% of parents opposed hybrid: Student learning through BOTH at-school instruction and distance (at-home) learning.
- ❑ 73% of parents opposed distance learning: Student learning at-home through online learning platforms.
- ❑ When considering hybrid models, only two models had 40% or more support:
 - ❑ 49% of parents preferred 4 full days at school; 1 day of distance learning
 - ❑ 40% of parents preferred 3 full days at school; 2 days of distance learning
- ❑ Factors that parents considered most important when considering re-opening:
 - ❑ Handwashing-88%
 - ❑ Enhanced Cleaning-87%
 - ❑ Classroom seating with social distancing- 56%
 - ❑ Staggered recess and lunch times-55%
 - ❑ Staggered drop off and pick up- 46%
 - ❑ COVID-19 Vaccine- 42%

❑ Secondary Parents

- ❑ 81% of parents preferred traditional: Student learning at school for the school day
- ❑ 57% of parents preferred hybrid: Student learning through both at-school instruction and distance (at-home) learning
- ❑ 71% of parents opposed distance learning: Student learning at-home through online learning platforms
- ❑ 82% of parents opposed independent study
- ❑ When considering hybrid models, only two models had 40% of more support:
 - ❑ 49% of parents preferred 4 full days at school; 1 day of distance learning
 - ❑ 40% of parents preferred 3 full days at school; 2 days of distance learning
- ❑ Factors that parents considered most important when considering re-opening:
 - ❑ Enhanced Cleaning-83%
 - ❑ Handwashing-77%
 - ❑ Classroom seating with social distancing- 55%
 - ❑ Staggered drop off and pick up- 47%

Learning Continuity and Attendance Plan, 2020-21

- ❑ Staggered recess and lunch times-42%
- ❑ COVID-19 Vaccine- 41%

❑ **July 2020 - Parent Survey**

❑ Elementary Parents (8,447 responses)

- ❑ 37.9% preferred Distance Learning (100% online learning)
- ❑ 34.2% preferred Traditional Learning (school prior to the COVID-19 pandemic)
- ❑ 28.0% preferred Hybrid Learning (combination of in person and distance learning with smaller class sizes and social distancing protocols)

❑ Intermediate Parents (2,257 responses)

- ❑ 38.0% preferred Distance Learning (100% online learning)
- ❑ 32.1% preferred Hybrid Learning (combination of in person and distance learning with smaller class sizes and social distancing protocols)
- ❑ 30.0% preferred Traditional Learning (school prior to the COVID-19 pandemic)

❑ High School Parents (4,982 responses)

- ❑ 33.9% preferred Distance Learning (100% online learning)
- ❑ 33.8% preferred Hybrid Learning (combination of in person and distance learning with smaller class sizes and social distancing protocols)
- ❑ 32.3% preferred Traditional Learning (school prior to the COVID-19 pandemic)

❑ **August 17-23, 2020 - Thought Exchange survey for Parents**

❑ Elementary Parents - Top 10 Thoughts (1,735 participants, 2,548 thoughts, 55,629 ratings)

- ❑ Safety of our children and staff both physical health-wise and mental health
- ❑ Young elementary kids need more focus on fine motor skills like printing, cutting, etc. Too much dictation and drag and drop online. Kids need to learn to write! Perhaps printed packets to pick up would help
- ❑ Maintaining clear communication lines with parents. In times of stress/uncertainty, it is helpful to have clear and ongoing communication with parents.
- ❑ Ensure teachers have the tech they need and the internet to support elearning. If the teacher has garbled video or audio, kids won't be able to keep up
- ❑ Support and flexibility for parents and students. For working parents, it's hard especially with special needs student
- ❑ Give the parents info. We can't wait until a few days before school to know schedules. Working parents need to plan and schedule in advance. SVUSD should have put the schedule out for all grades no matter what school. Consistency is what

Learning Continuity and Attendance Plan, 2020-21

is needed. All kinder should have the same schedule.

- Streamlined communication and a central place for communications and action items. Attempting to sift through numerous emails, apps, and places to find what you need to support your child isn't very efficient
- I would like to see actual instruction and teaching during zoom calls, not a review of the agenda or tasks to do. Working parents are unable to supplement the teaching lost from in-person instruction.
- It is important for us to consider Accommodations for children with parents who work full time. Parents who work full time do not have the luxury of supporting learning, like those who have parents that can stay home.
- Teacher care - We love our teachers and know they're doing their best.
- Secondary Parents Top 10 Thoughts (1,185 participants, 1,787 thoughts, 46,203 ratings)
 - Continuity of a universal learning platform is needed. Currently, my senior is on 3 different platforms: Canvas, Google Classroom, and Google Sites. It is difficult to manage and it would be beneficial for organization and success of student learning to streamline.
 - Quality of education delivered remotely. We obviously need to make sure children are receiving a quality education, despite remote/distance learning methods.
 - Clear and timely directions and feedback to students. Weekly agendas with an overview of weekly assignments and due dates. Helps students with time management, especially if they are in a house with multiple students and at-home working parents who all need to share space.
 - Be sure that preparation for college admission is not set aside. The students in high school must be prepared for college classes as these classes will not be dumber down for them upon entering university.
 - Communication: Students/parents who reach out to teachers/guidance should get response within an agreed upon time. In a time of distancing it's critical.
 - Keep only one tool for homework assignments. Last year, digital assignments were coming from many communication channels: emails, verbal assignments, google classroom. Kids felt lost.
 - Teachers should be provided PPE by the district: face shields, masks, clear barriers around the desk. Teachers should not have to pay for equipment to keep themselves safe in the workplace.
 - Live interaction with teachers. Some recorded lessons are fine, but without live interaction with teachers, teens may lose focus and accountability
 - Counselors need to be readily available for advice. Students need to feel that they can contact their counselors for class and/or college advice.
 - Teach as though education is essential because education is essential.

Learning Continuity and Attendance Plan, 2020-21

❑ Community Members/Others (68 participants, 45 thoughts, 407 ratings)

- ❑ How can we help the kids with socialization in the face of COVID? Do you plan to help them engage with peers to have fun and inject some levity? One of the biggest issues my daughter is struggling with is missing her friends. Everything feels extra intense particularly when concentrated online.
- ❑ The most important things are creating a learning environment that will be the least stressful and confusing for the students. It is already a difficult and confusing and stressful time as students are going into online learning.
- ❑ Methods to effectively engage students at different grade levels and with differing needs in distance learning. Teaching is not one size fits all. Teachers need to have the training and tools.
- ❑ I think it's important to provide multiple ways for students to learn and to earn credit (e.g., project-based, homework, group work, tests/quizzes). Traditional ways of grading may be hard for those kids who don't learn as well remotely.
- ❑ Health and safety of students, staff, community, and families. Dispelling misinformation while promoting science-based recommendations.
- ❑ Student's success in school. I think a strong focus on a distance or hybrid model must be prioritized to make sure the kids can be well educated but also safe.
- ❑ Our children miss seeing their classmates and teachers in person. Especially elementary children. They become bored easily when staring at the computer during Zoom meetings.
- ❑ In these moments, we must be more united as a society and people to support our children and thus feel more confident in themselves because for them it is very important to ensure that their self-esteem does not decline or their desire to achieve their dreams, their goals and their lives.
- ❑ It's difficult for kids to sit in zoom meetings all day. They should be broken up and small. Google Classroom work shouldn't be too technical for young kids. Parents are working while trying to match this schedule. For the really young or struggling it is very difficult to do both on a precise schedule.
- ❑ More communication between teachers and parents because due to the situation we are living in it is difficult for me as a mother to help my children. For me, it is important for the video to the difference of degrees that they [students] cannot understand. They get frustrated when they do not understand. I think they need more support from SVUSD.

❑ Staff

❑ May 15, 2020 - Elementary & Secondary Teacher Survey. Teachers were asked what is working, not work, and needed moving forward. The general themes are listed below.

- ❑ Participation was the lack of a system-wide schedule at the school site level and a variety of home schedules (students waking up much later than normal) impacted participation.



Learning Continuity and Attendance Plan, 2020-21

- ❑ Teachers became technology support for parents and students. There was enormous time and effort in troubleshooting, teaching how to maneuver platforms, and criticism received from parents when teachers could not fix the issue.
- ❑ Teaching and learning fundamentally changed in a distance learning format which required major adaptations, abandoning of practices, and a significant learning curve for teachers to make the shift.
- ❑ Differentiating and meeting the needs of all students took on new levels of difficulty with technology challenges, home environmental conditions, and individual teacher factors. Supporting students in real-time is a significant challenge.
- ❑ Teachers are very concerned with situations and circumstances that students face at home. They recognize that so many factors are outside of their control, but these factors are at the forefront of their thoughts and it impacts their own productivity and planning.
- ❑ Teachers recognize that parent support is critical and also varies greatly.
- ❑ Students lack the proper materials needed for distance learning.
- ❑ Holdharmess policy enabled students to disengage from learning.
- ❑ Inequity. From internet connection to home situations, this is a massive issue that is becoming clearer and clearer the more those students fall behind who don't have the various supports they need to engage and fully participate in learning.
- ❑ In order for possible future distance learning situations, a comprehensive instruction and support system for parents is needed. Parents need to be equipped to maneuver through platforms, systems, Zoom, etc. Providing parents with the skills needed to assist their child with learning will be important, which could include a variety of workshops.
- ❑ Need a school-wide system for synchronous instructional time that values each course, period, grade level, and teacher's time. Teachers need more required facetime with students.
- ❑ Students need textbooks, print materials, and consumables at home for distance learning. In addition, common manipulatives used in the classroom and personal whiteboards should be ready for distribution too.
- ❑ Ensure students have all technology-related materials - chromebooks and hotspots to engage in distance learning. Students need more than a cellphone to effectively engage in distance learning.
- ❑ Consider online curriculum like Edgenuity and/or IXL for use during distance learning.
- ❑ Ensure student accountability with that understanding that some students may not be in the ideal situation in their home environment.
- ❑ Build time for planning and collaboration into the work week, so that it does not encroach on family time.
- ❑ **June 11, 2020 - Teacher Survey - Hybrid Preferences**
 - ❑ Elementary Teachers

Learning Continuity and Attendance Plan, 2020-21

- ❑ 52.8% preferred a hybrid model where half of the students attending in-person 2 days per week and the other half attending 2 other days, with synchronous and asynchronous instruction. The 5th day could include a variety of options such as office hours, whole class synchronous and asynchronous instruction.
- ❑ 47.2% preferred a hybrid model where students attend in separate AM/PM sessions with half of the students attending AM and half attending PM with asynchronous instruction occurring either before PM session or after the AM session.
- ❑ Secondary Teachers
 - ❑ 54.4% preferred a hybrid model where half of the students returning to school in person for 2 days of the week with traditional scheduling (attend periods 1-6 each day), while the other students are at home, participating in asynchronous instruction. This would mean half of the students would attend on the same 2 days each week while the other half attends on the alternate days. The 5th day could include a variety of options such as office hours, whole class synchronous and asynchronous instruction, PLC and planning time, intervention, etc.
 - ❑ 45.6% preferred a hybrid model where half of the students returning to school in person for 2 days of the week, attending half of their classes one day (Periods 1, 3, 5) and the other half of their classes (Periods 2, 4, 6) on the other day, while the other students are at home, participating in asynchronous instruction. This would mean half of the students would attend on the same 2 days each week while the other half attends on the alternate days. The 5th day could include a variety of options such as office hours, whole class synchronous and asynchronous instruction, PLC and planning time, intervention, etc.
- ❑ July 2020 - Teacher Survey
 - ❑ 786 teachers responded and over half, 55.6% of teachers, prefer to start school with distance learning, and 30.9% prefer a Hybrid model, with 13.5% wanting to start traditionally.
 - ❑ Teachers were asked to indicate all areas that were of concern to them in returning to in-person school. The top three are listed below.
 - ❑ 75.7% indicated Adhering to Social Distancing
 - ❑ 65.1% indicated Personal Protective Equipment
 - ❑ 62% indicated Availability of disinfectant spray
- ❑ August 17-23, 2020 - Thought Exchange survey for Teachers and Staff
 - ❑ Elementary Teachers Top 10 Thoughts (102 participants, 112 thoughts, 2,395 ratings)
 - ❑ Not enough teacher support (ie. time to plan, training, etc.). The teachers are the ones in the trenches with our children each day and they can't do their job without adequate time to accomplish their to do's.
 - ❑ Safety of ALL, including students AND staff. While children are shown to be less affected by COVID 19, our staff remains vulnerable.

Learning Continuity and Attendance Plan, 2020-21

- ❑ Please know, as a teacher, we all are working tirelessly to provide a quality and compassionate education. Many of us are parents and understand having to juggle work and parenting and isolation and mental health during this pandemic.
- ❑ The safety of the school community should be a top priority.
- ❑ SVUSD needs to support teachers regarding training substitute teachers in Distance Learning. When a teacher is out, the substitute needs to know how to lead the class in Distance Learning.
- ❑ SVUSD should offer parent trainings. Families of English Learners are suffering through this process and need special training in person or Zoom with a tech expert.
- ❑ The health of all staff and students. The bottom line is that everyone must be kept safe during these unprecedented times. Yes, students' education is a top priority, but health is #1.
- ❑ Students' and staff's health, health of other family members. Although we would all love to go back to in-person learning, we need to really make sure it is actually reasonable to do so given the circumstances.
- ❑ Assure student learning loss is addressed by allowing smaller class sizes this year. Teachers will be better able to meet the needs of all students by working individually/small groups during the modified school schedules.
- ❑ Secondary Teachers Top Ten Thoughts (76 participants, 88 thoughts, 1,237 ratings)
 - ❑ Decisions about return to the classroom need to be medically based and not politically based. Trying to appease all stakeholders is not advisable. There is significant emotion about distance learning versus in-class learning. The decision should be one based strictly upon health and safety only.
 - ❑ Safety and health of staff and students. Good health is essential.
 - ❑ If parents have concerns, please reach out to the teacher and not post your complaints on social media. Teachers are working hard. I see a lot of negativity on social media and it saddens me. Teachers care about their students learning and are doing their best.
 - ❑ Keeping students and staff safe. So we don't continue spreading COVID.
 - ❑ More School Counselors at ALL grade levels. Students and families are going to need a lot more support during COVID-19 and after. Having more School Counselors will help best support everyone.
 - ❑ Student and staff health. Better to be safe in order to not risk the spread of this virus than to be sorry and have to explain why we rushed to open.
 - ❑ The most important thing is safety for everyone, including adults.
 - ❑ We need to FOCUS on Distance Learning 2.0 and make sure that we work at it to get it right. Do not be in a hurry to get to the Hybrid Model, yet. We are safely working at home, students are smiling, participating and ready to get to work. This model is the best and safest teaching model now.



Learning Continuity and Attendance Plan, 2020-21

- ❑ Let's spend some time working on the Distance model and getting it perfected before we make changes again. Students are adapting but need time. We need not be in a hurry to get to in person, there will be less teaching and more stress about safety concerns, we should stay home until its SAFE
- ❑ Keeping our kids safe! I fully support doing distance learning until we can safely go back to school! We have family members who are compromised and if we go back to school too soon it risks all our lives!
- ❑ Elementary Classified Staff Top Ten Thoughts (74 participants, 61 thoughts, 1,273 ratings)
 - ❑ Who and when we bring back staff and students needs to be carefully thought out and transparent. The health of staff and students has to be put first.
 - ❑ If part-time classified staff need to be laid off, there has to be concrete plans on when and how these people will be brought back. Will they be at their same sites? Same pay? Longevity intact? Vacation paid out but sick goes to waste?
 - ❑ Keep ALL staff safe, not just teachers, and ALL students safe! Courtesy, caring, and safety should be the number 1 priority!
 - ❑ Hire more teachers NOT let them off. How is minimizing class size going to work if teachers are being laid off?
 - ❑ Many people chose their part time school site jobs because their children were in school. Now you're asking these part time workers to come in, in person no matter what, at the expense of their own children who you forced to stay home.
 - ❑ ALL staff should be given the ability to work from home and given a plan of duties and safety protocol when on campus. Staff can not make decisions for their own health and safety without knowledge of what is expected.
 - ❑ Safety. We don't want an outbreak in our school or local community.
 - ❑ Safety first. I would rather have my child stay home and have distance learning, than to be forced to go on campus when cases are surging! I wouldn't want students to start getting sick while on campus.
 - ❑ Do not lay off supervisors. Who will supervise students while teachers are on a break?
 - ❑ Openness: Be open about the decision making process with staff and families.
- ❑ Secondary Classified Staff Top Ten Thoughts (33 participants, 27 thoughts, 222 ratings)
 - ❑ Find ways to build relationships. Assign small group projects or smaller group discussion sessions so kids get to know each other. During distance kids get isolated and they don't have much peer interaction.
 - ❑ Student interaction. Social-Emotional well being.
 - ❑ Masks, social distancing, washing hands, and hand sanitizer will be used on campus to keep everyone safe as students return full-time.
 - ❑ Safety of teachers and students.

Learning Continuity and Attendance Plan, 2020-21

- ❑ Keeping staff more informed. We were in the dark all summer until the very last minute and had to guess at how to prepare so we are ready. We can't plan or adjust, especially with less days "in class" with the kids if you spring professional development days on us or don't tell us key information.
- ❑ We are very worried for our children's mental/emotional health. They feel like this is forever. Too frustrated with too many different platforms from each teacher (should be universal). Also, socially devastated.
- ❑ Online does not have help. Parents both work and cannot support. Having major power outages during distance learning hours. Zoom classes overlapping. Our son deserves a real in-person education, was an "A" student. This will affect his entire life/future.
- ❑ Safety of students. Reducing personal space. It's important to slow down the spread of COVID-19.
- ❑ How are students with IEPs and 504 plans getting their accommodations met through Zoom? Student success is dependent on how they are being supported.
- ❑ Teachers were not given enough time to prepare for distance learning. Teachers are working more hours than ever.
- ❑ District Office Staff (23 participants, 19 thoughts, 103 ratings)
 - ❑ Instructional and Mental Health. Instructional - the students may not be getting the full attention they need with distance learning. Mental Health - students are being isolated from their peers.
 - ❑ Communication has been fantastic. Keep it up! Employees & parents need reassurance, cheerleaders & moral support. Weekly or bi-weekly video messages will keep things going and increase resilience.
 - ❑ Making sure when we move to in-person instruction, it is done carefully and not succumbing to political pressures. Our students and staff is #1 priority as a district, but we are also part of a broader community. We don't want to contribute to the outbreak.
 - ❑ Children are engaged and able to still learn, make friends, and socialize effectively. Want to make sure that children not only learn academically but also socially.
 - ❑ Acknowledgment of equal representation of school surveys for parent and staff input for the special education preschool students and staff and Preschool parents and staff input are consistently forgotten. PPE at this level is of utmost importance with such a vulnerable and young population
 - ❑ How can we get the children back on a regular routine back at school? Children need structure and most parents are not qualified to teach their children from home.
 - ❑ Safety Staying safe is the number one priority.
 - ❑ Continued exploration of enhancing distance learning educational experience. Distance learning already has it's significant limitations. Anything to make it a more robust experience is key critical.

Learning Continuity and Attendance Plan, 2020-21

- ❑ By Distance learning, we have forced working parents to find last minute and potentially dangerous child care options. Do we really think the kids are better off at these strangers' houses with random families, than at their school with safe precautions?
- ❑ We need to figure out a way for school athletics to begin. Children need an outlet for their energy and the camaraderie they develop during sports lasts a lifetime.
- ❑ August 21-28, 2020 - Instructional Coaches, Academic Coaches, and Teachers on Special Assignment Thought Exchange
 - ❑ Provide standards-based diagnostic tools to identify gaps. It would allow for targeted intervention
 - ❑ Look at programs like Edgenuity Pathblazer where students are automatically assigned a personalized learning path designed to fill gaps. It is important to accelerate students to on-level mastery.
 - ❑ Breakout rooms in zoom are key for small group instruction and intervention. The district should hire more instructional aids to help K-2 teachers. Learning gaps can be more efficiently addressed with structured small group instruction. Instructional aides are needed to help facilitate groups.
 - ❑ Provide additional, research-based Reading, and Math enrichment programs. These programs would help students catch up if offered in addition to their regularly scheduled classes/courses.
 - ❑ First, the loss of learning according to the standards should be identified in the core subjects. Develop a plan with targeted learning cycles. If the foundation of math or English language arts (ELA) is shaky, it will be harder for students to build upon that foundation.
 - ❑ In the hybrid model, provide supplemental support in a safe space as an option for student intervention. It would provide an option for students to continue learning at school instead of remote learning at home for the half time when not with teacher
 - ❑ Find a way to get students back to in-person learning to address social-emotional learning (SEL) needs and provide crucial interaction and connection opportunities Students thrive best when they are a part of an in-person learning community.
- ❑ SVUSD Think Tank (May 2020-July 2020)
 - ❑ The purpose of the Think Tank was to plan and work together to provide input for reopening our schools. This diverse group was committed and collaborative in evaluating all the different circumstances and conditions to safely reopen within the CDC guidelines. The Think Tank received input from its membership of students, parents, teachers, staff, union leadership, and administrators. They provided feedback on the 3 models we have considered; traditional, hybrid, and distance learning. Many different groups were represented; all grade spans, English Learners, Special Education, VAPA, and many different job classifications. Their input on the three models is assisting the creation of our reopening plans in a way that best supports students and staff with learning in safe environments.

Learning Continuity and Attendance Plan, 2020-21

❑ **Administrators**

❑ **August 21-28, 2020 - K-12 Principal Thought Exchange - Top 10 Thoughts**

- ❑ Small-Group Intervention - Consider funding Reading Intervention Program. Students with significant learning loss need targeted small group instruction in addition to regular small group [instruction] within the classroom.
- ❑ A true Tier 2 and Tier 3 implementation plan for the elementary level. We need a program to support students who are at least 2 years below grade level and dedicated support for interventions at the elementary level.
- ❑ Elementary needs a supportive team structure similar to secondary. There's a need for specific language support beyond ELD, full-time counseling, parent guidance, and increased supportive staffing.
- ❑ Assess students to find out where the loss is.
- ❑ Focused professional development for all staff who work directly with students. There are a lot of kids who need some type of help. We need to be able to identify these kids. We need help to be able to know what to look for.
- ❑ Intervention teacher to help with learning gaps throughout the school day. Asynchronous intervention support for students to use at home which will allow parents to support their children at home as well.
- ❑ Tier II small groups outside of school hours small groups of 4 or 5 will help teachers target foundational skill loss.
- ❑ District task force focused on the students who are homeless or close to homeless. Many people have lost their jobs. Some have already lost their home, some are close to losing their home. This puts a strain on our kids.
- ❑ We definitely need to look at summer school and other on-site remediation, credit recovery options, so students have a chance to improve learning gaps. To make up for lost time since March and the start of our 2020-2021 school year.
- ❑ Intervention - identify those in need.

❑ **Superintendent's Parent Advisory Committee - September 3, 2020**

- ❑ Parents expressed frustration that students have multiple learning management systems (Google Classroom, Canvas, or Power School). At the secondary level, students struggle to maneuver through which platform their various teachers use. Parent's shared that they appreciated the 10 AM start at the high school level currently in distance learning. Parents also shared the need for additional support on the use of various educational technology tools (e.g., Canvas, Seesaw, Google Apps) that their students use. Parents were very concerned that there are not dedicated counselors to support non-Title I elementary schools. Parents also inquired about the mask policy when students return to campus. Parents also shared that they would like to see more interaction and engagement with teachers/students at the secondary level. Parents were appreciative of the i-Ready and IXL programs and the planned interventions to address learning loss.

Learning Continuity and Attendance Plan, 2020-21

❑ District English Language Advisory Committee - September 3, 2020

- ❑ DELAC members shared the concern for technology support for parents. Many parents have limited capacity to support the variety of educational technology tools that students are using. They also noted about a support system when parents cannot help their children with the content or learning. While discussing mental health, members shared how important it is to increase the mental health support available to students because this pandemic has been very difficult for a lot of families. Members also shared the need to increase the bilingual support available to parents, especially bilingual counselors. Members shared that it was difficult to engage counselors through a translator when issues are sensitive. Members asked several questions regarding the hybrid model and plans for the reopening of schools.

❑ Board of Education, Public Hearing - September 10, 2020

- ❑ During public comment, the Board of Education received one written item for the hearing. The parent shared how positive the 10 AM late start during Distance 2.0 was for the high school students. The parent also shared the frustration over multiple learning management systems used. It is difficult for students and parents to maneuver through the variety of platforms. The parent shared that difficulty increases the anxiety and stress that students feel because they have to look in different systems and areas for due dates, assignments, and even ways to communicate with teachers. This is a challenge for students to stay organized with all the different possibilities and systems they must engage in. The parent also shared the need for additional explanation of the absence codes and ensure district consistency across all schools. Finally the parent shared that all schools need counseling support and so the needs of the non-Title I schools must be addressed as all students and schools deserve the support.

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

❑ Parents

- ❑ **Absolute priority of health and safety.** The components about masks, cleaning protocols, disinfecting processes are all driven by high attention to safety and security. There are several key sections of the Learning Continuity Plan that will address all the safety procedures and protocols for students to return to campus and all the preparation for that time. Only as guidelines allow, student activities including sports will be phased in as health and safety conditions warrant.
- ❑ **Parent Choice.** As parents have consistently requested that they have a choice in models as to what capacity their children would return to campus. All parents have the choice between a hybrid model or an online only option at their school of residence/regional school depending on enrollment. Parents can also choose enrollment at SVUSD Virtual Academy as another online only option. Once the health crisis reaches a point of stability, then introducing options like a return to traditional instruction (pre-COVID pandemic) would be introduced.

Learning Continuity and Attendance Plan, 2020-21

- ❑ **Clear Expectations.** Expectations for Distance Learning 2.0 create clear and consistent expectations for the instructional program. This includes meeting instructional minute requirements as determined by educational code, schedules for live video conferencing with students, as well as selection of one of three learning management systems. In addition, the learning expectations vary between elementary and secondary level so communication was tailored to the specific groups to allow parents to make informed decisions. Increased instruction and expectations including attendance and grade recording method have also been put into place.
- ❑ **School Re-opening.** At this time, any plans for re-opening will be guided by established rules and regulations from the California Department of Public Health and the Orange County Health Agency. The Board of Trustees will only allow the re-opening of SVUSD schools with the approval of those agencies. The Governor's Blueprint for a Safer Economy and the new tiered framework will guide the Board's decision making.
- ❑ **Scheduling.** Both elementary and secondary schools have developed clear schedules for the start/end of the school day. These calendars allow for students to have breaks and lunch. It also enables the teachers to follow a set schedule for live interaction during distance learning, and flexible groupings throughout the day for targeted interventions.
- ❑ **Academic Support.** At the secondary level, all schools have structured time in the afternoon for students to receive the additional academic support and guidance they need. Each school site has developed specific schedules to ensure students are not double booked by different teachers and each course is given equal time.
- ❑ **Counselor Support.** All parent groups stressed the importance of counselors supporting the mental health and social emotional needs of students. As a result, additional counselors will be added at the elementary level to extend counseling support beyond Title I elementary schools.
- ❑ **Teacher & Staff Group**
 - ❑ **Absolute priority of health and safety.** The components about masks, cleaning protocols, disinfecting processes are all driven by high attention to safety and security. There are several key sections of the Learning Continuity Plan that will address all the safety procedures and protocols for students to return to campus and all the preparation for that time. Only as guidelines allow, student activities including sports will be phased in as health and safety conditions warrant.
 - ❑ **Professional Development.** During the Summer of 2020, the Educational Services Division developed several modules for best practices in Distance Learning. Themes included in these professional development sessions took into consideration the unique elements of virtual learning such as building community, universal design for learning, pedagogy and practice, structure with flexibility, assessment, and myths and facts surrounding distance learning.



Learning Continuity and Attendance Plan, 2020-21

- ❑ **Curriculum Development.** An Elementary Curriculum team of teachers developed an entire scope, pacing, and weekly lessons for teachers to use. It was developed to be inclusive of a hybrid or distance learning model. At the secondary level, a teacher committee developed First 10 Day lessons in the specific content areas (English, Math, World Languages, Social Studies, Career Technical Education) on best practices to support students in distance learning. This included an introduction to common digital platforms and digital instructional tools that would be used in distance or hybrid learning. Plans are underway for the development of designated English Language Development (ELD) lessons to support the linguistic needs of English learners.
- ❑ **Student Attendance and Engagement.** During the emergency distance learning in the Spring, attendance and grading policies were amended, all with good intention but had several unintended consequences that impacted student motivation and participation. For 2020-2021, SVUSD returned to traditional grading practices and student attendance policies.
- ❑ **Resources.** SVUSD has moved forward to purchase the professional district license for Seesaw, i-Ready, IXL, Formative and other additional instructional software to support student learning. The i-Ready and IXL platforms will be a foundational component of the District's plan to address student learning loss and move forward with a multi-tiered system of support.



Learning Continuity and Attendance Plan, 2020-21

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.]

HEALTH AND SAFETY PROTOCOLS

In order to safely open all SVUSD's schools, the following supplies and protective equipment has been installed or provided: Plexiglass office dividers; directional walkways, at least one electrostatic disinfectant sprayer, additional messaging signs and floor stickers, and thermometers installed at each classroom and campus entrances. All schools have cloth masks (child and adult), disposable masks (child and adult), gloves, hand sanitizer, student desk dividers, face shields, disinfecting wipes and thermometers. Each school has an abundance of these masks to provide to each student and staff member if they do not have their own already.

In accordance with the California Department of Public Health's Guidance for face coverings, students must utilize face coverings: While in the classroom; While waiting to enter campus; While on school grounds (except when eating or drinking); While leaving school; While on the bus. Personal Protective Equipment (PPE) has been secured and will be provided to staff and students. Students and staff will be provided reusable cloth face masks and are expected to wear them daily. Personal face coverings will be allowed in compliance with dress code policy. Teachers and identified staff members will receive a reusable face shield. Gloves are not recommended for use by students or staff, with the exception of those conducting cleaning, first aid, or food service.

Health and Safety Protocols on campus and in the classroom. Social distancing will limit the spread of the virus. Schools will do their best to: Restrict non-essential visitors, volunteers, and activities involving other groups. Limit group activities wherever practicable. Arrange classroom space to remove non-essential furniture, allowing maximum space for students and staff. Arrange student desks to face the same direction (rather than facing each other) and maintain physical distancing. Designate routes for entry and exit during transition times, as feasible. Additional SVUSD safety measures include training for staff and students, requirement of face coverings, temperature checking, specialized cleaning equipment, clear barriers between staff and the public in high traffic areas, clear plastic desk shields for all students, hand sanitizer readily available, accessibility to PPE for students and staff, modifications to lunch and break/recess protocols, visible signage regarding safety measures, and staggered schedules for restroom breaks/handwashing.



Learning Continuity and Attendance Plan, 2020-21

COVID-19 Testing and Reporting

A very detailed COVID-19 scenario chart was developed and will be used to ensure a clear process for dealing with any suspected cases. When the school or District office receives information regarding an employee or student testing positive for COVID-19 the following steps will be taken: Site administrator (if at site) or HR Representative (if at District office level) completes the COVID Positive Response Information form. The Administrator will make contact with the SVUSD COVID-19 Response Team. The SVUSD COVID-19 Response Team contacts OC Health Care Agency (OCHCA) for guidance. The District follows OCHCA guidance regarding notification and necessity to quarantine individuals. If notification is required, the District will send information to those impacted. If required by OCHCA, the classroom or school may be closed with a switch to remote learning until the class or school is permitted to return per OCHCA guidance.

If a staff member or student becomes ill during the school day the following steps will be taken: Ill person will be taken to the “isolation room” which is separate from the health office. Temperature and symptoms will be evaluated. Staff members taking temperature and symptoms must be in mask, gloves, goggles, or glasses. The student’s parents will be notified to pick the student up. If parents don’t respond or arrive and symptoms become worse, 911 will be called. Staff members will be released to return home. If too sick to drive, 911 will be called. The classroom or impacted area will be evacuated and left unoccupied for 24 hours before sanitation. Custodial staff will be notified of potential cases in order to properly sanitize impacted areas. It is recommended that students and staff in prolonged, close contact with the impacted individual isolate until the results of a test are returned.

The safety of employees and students is SVUSD's first priority. Upon reopening, schools have been completely cleaned and disinfected, and SVUSD will continue to adhere to all necessary safety precautions. In addition to the deep clean of the office and school before employees and students return, the cleaning steps outlined will be implemented on a routine basis to disinfect: High traffic areas on all campuses will be thoroughly cleaned daily. Clean and disinfect frequently touched surfaces on campuses such as doorknobs throughout the school and workday. Playground equipment and shared objects will be limited. Shared equipment transferred between students and/or staff will be regularly cleaned and sanitized. Schools will post signs in workplaces and common areas emphasizing basic infection-prevention measures including hand-washing signs in restrooms. Schools and workplaces will maintain adequate supplies to support healthy hygiene behaviors. Cleaning and disinfectant products align with the Environmental Protection Agency-approved list. Custodians will follow product instructions and Cal/OSHA requirements including proper ventilation during cleaning and disinfecting.



Learning Continuity and Attendance Plan, 2020-21

TEACHING AND LEARNING

Elementary

Hybrid Model for elementary students will be on-campus, in-person instruction 5 days per week, for two and a half hours per day, in AM or PM sessions. Asynchronous learning during the AM or PM session when students are not physically at school. During Hybrid Learning students will attend school daily for 2 hours and 30 minutes with their classroom teacher followed by asynchronous instruction for the remaining instructional minutes required by education code. In order to support both hybrid and distance learning instruction, additional teachers were hired. SVUSD will accommodate all students whose families elected to return to in-person instruction. Special education students will spend more time physically at school than general education students. Formative assessments have been developed and incorporated into each subject area's scope and sequence. SVUSD purchased i-Ready to assist in formative and summative assessments to identify and target learning gaps. Additionally, each student will complete an argumentative writing performance task using science content. The i-Ready Language Arts and Mathematics diagnostic assessments will be administered three times throughout the school year. After the first and second assessments, teachers will identify students above, at, and below-grade levels to determine an appropriate instructional plan. Intervention plans will be executed for six to eight weeks. By using the i-Ready assessment to determine student levels and progress in English Language Arts and Mathematics, students will be grouped according to results for targeted intervention. Students will also have the ability to accelerate their progress in the standards beyond their current grade levels. Additional professional development to teachers will be provided in order to maximize the use of this data and plan for instruction. SVUSD's Title I elementary schools have been assigned two mental health counselors specifically dedicated to servicing the unique social-emotional and academic needs of their sites. All elementary schools have access to Second Step, a social-emotional support program with specific lessons for each grade level. These lessons are woven into the weekly pacing guides.

Secondary

The hybrid model for secondary students will be on-campus, in-person instruction two days per week for approximately four hours. In-person class sizes are reduced by 50%, so students are divided into two groups, A or B. The model will be a blended synchronous learning, so students physically in the classroom will be joined by technology platforms with the opposite group (A or B) and all students that have opted for distance learning 100% of the time. During Hybrid Learning students will attend classes in-person twice weekly and remotely three times a week. While in-person, students will have between 160 to 220 instructional minutes with their classroom teacher based upon their class schedule. Asynchronous instruction will account for the remainder of the instructional minutes required by education code with designated time built-in for academic support. SVUSD may need to hire additional staff to accommodate the needs of our current teachers with movement between hybrid and distance learning. SVUSD will be able to accommodate all students whose families elect to return to in-person instruction. Some students with special needs will spend additional time learning in-person at school. Formative assessments are developed and implemented by subject level teams and incorporated into each subject



Learning Continuity and Attendance Plan, 2020-21

area's scope and sequence. SVUSD purchased IXL Learning, a program designed to provide diagnostic and progress monitoring data that will be used to assist in formative and summative assessments in the area of English Language Arts (ELA) and math. It will also support in identifying and targeting student learning gaps. All secondary students will complete written performance tasks in ELA, social science, and science. Secondary students will also complete at least one benchmark assessment or an Interim Assessment Block in math. The initial IXL Learning diagnostic assessment will be administered during the first six weeks of school to identify students' learning needs and gaps. Teachers will review the results to identify students above, at, and below-grade levels to determine the appropriate instructional plan. Teachers will address student learning needs in class and/or during Academic Support time offered within the school bell schedule four days per week. Through the use of the IXL Learning diagnostic, student levels in ELA and math will be determined, with a specific focus on essential standards. Students will be grouped according to results for targeted intervention through in-class interventions and Academic Support time. Professional development will be provided for teachers in order to maximize the use of this data and plan for instruction. Furthermore, each grade level subject team will work through a cycle of inquiry where student data is used to inform instruction, reteach, and then reassess students to measure mastery on essential standards. Our student re-engagement plan includes specific action steps for sites to follow when the requirement for weekly attendance is not fulfilled by students. School counselors will coordinate a comprehensive intervention plan when a student has been identified as at-risk through the SST process. Counselors will collaborate with teachers to identify the barriers to each student's success, determine appropriate interventions and resources needed to improve outcomes, and then monitor the student's progress. Counselors offer small group and individual counseling and provide targeted interventions such as stress management, time and organizational skill-building, and social-emotional support. Students experiencing significant social-emotional concerns will be referred to the district mental health counseling program for more intensive individualized support. A resource site has been developed for secondary teachers that includes social-emotional learning lessons that teachers can integrate into their lesson planning. Secondary sites who have effectively implemented Positive Behavioral Interventions and Support (PBIS) will also provide guidance for inclusive behavioral practices at the classroom and site level. Recent revisions on our counseling organizational chart also call for school counselors to provide comprehensive support for students when academic, behavioral, and/or social-emotional learning interventions become necessary.

Special Education

Special Education students enrolled in Specialized Programming (La Tierra Preschool Programs, Autism, Foundational, Elementary TBIC, and Adult Transition) will attend a full day traditional program when in-school programming returns. Special education students who receive Specialized Academic Instruction (SAI) in a Basic (Mild/Moderate) setting will have services delivered to the maximum extent possible in alignment with the student's IEP. For elementary students enrolled in the general education program, SAI pull-out services will be delivered during the non-general education session. Secondary students enrolled in Basic courses will follow their hybrid schedule, and in-person Learning Center support will be



Learning Continuity and Attendance Plan, 2020-21

available during their non-scheduled periods. Designated Instructional Services (DIS) will be provided to the fullest extent possible either in person or virtually.

Specialized Elementary (Moderate/Severe):

Hybrid Specialized Elementary: When allowed to return to in person learning, all of our specialized programs (Foundation, Autism, and TBIC) will return in alignment with their full program schedule. Students will attend a full school day, 5-days a week. DIS services will be delivered in alignment with IEP

Basic Elementary (Mild/Moderate):

Hybrid Basic Elementary: When allowed to return, students will receive their SAI services to the maximum extent possible based on each student's IEP. SVUSD is doing a hybrid 5-day a week half-day model for general education students. For students who are in an SDC setting, they will receive SAI for AM/PM sessions for a full-day of instruction. For students who receive pull-out SAI services, students will receive a session of General Education, and a session of SAI for a full instructional day. For students who receive supports in the GE session, instructional support will be provided in the GE classroom. DIS services will be delivered in alignment with IEP.

Specialized SECONDARY (Moderate/Severe):

Hybrid Specialized Secondary When allowed to return to in-person learning, all of our specialized programs (Foundation, Autism, and TBIC) will return in alignment with their full program schedule. Students will attend a full school day, 5-days a week. DIS services will be delivered in alignment with IEP. Students will follow the general education period-by-period schedule and then on their off- scheduled days, will receive live learning in a self-contained setting with DIS services delivered in alignment with their IEP.

Basic Secondary (Mild/Moderate):

Hybrid Basic Secondary: When allowed to return, students will receive their SAI services to the maximum extent possible based on each student's IEP. SVUSD is doing a 2-day live and 3-day asynchronous model. Students' will attend their scheduled live sessions for 2 days during the week and then have the option of accessing a daily live Learning Center for SAI supports the other 3-days for in person instruction and assistance.. DIS services will be delivered in alignment with IEP.



Learning Continuity and Attendance Plan, 2020-21

La Tierra Early Childhood Learning Center

Hybrid Preschool: When allowed to return to live instruction, all of our preschool programs will return to their full schedule. Students will be provided with a program in alignment with their IEP.

Adult Transition Program

Hybrid Adult Transition Program: When allowed to return to live instruction, our adult transition program will return to their full schedule. Students will be provided with a program in alignment with their IEP with necessary safety-related modifications as appropriate for community-based instruction.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
<p>i-Ready for Language Arts and Mathematics for diagnostic and summative language arts and math. (3 Year License)</p> <p><i>The largest gaps in learning based on historical data trends are with foster youth, English learners, and students in poverty. The need to establish clear and actionable data that can be gathered in distance learning and hybrid models for all students is driven by the needs and gaps with these particular student groups. The i-Ready program was previously piloted at Title I school with a large number of English learners and students in poverty. The i-Ready assessment system will provide the formative and assessment data to drive the Tier II intervention system. In addition, the intervention curriculum in i-Ready will also support the goal of mitigating the learning loss of students, especially foster youth, English learners, and students in poverty.</i></p>	\$ 512,515	Yes
<p>SV Reads initiative will continue to support data teams and professional learning opportunities for implementing reading foundational skills. This includes identification of students' learning gaps and instructional supports.</p> <p><i>Based on historical results from the universal screening assessment (DIBELS/Acadience), foundational reading skills were low, especially foster youth, English Learners, and students in poverty. The SV Reads initiative was developed to address those foundational skills with targeted professional development, data analysis, and action planning across all elementary schools, which was a major focus at school sites with large numbers of English Learners and students in poverty because the need was the greatest at those schools. This focused attention in foundational reading skills is paramount to closing the achievement gap and for foster youth, English Learners, and students in poverty to make greater gains in their learning.</i></p>	\$ 50,000	Yes



Learning Continuity and Attendance Plan, 2020-21

<p>Purchase and Implementation of IXL Learning for English Language Arts and Mathematics for diagnostic, formative, and summative data collection. (3 Year License)</p> <p><i>The largest gaps in learning based on historical data trends are with foster youth, English learners, and students in poverty. The need to establish clear and actionable data that can be gathered in distance learning and hybrid models for all students is driven by the needs and gaps with these particular student groups. The IXL program was previously piloted by secondary math teachers, where the value of the system was initially recognized. The IXL assessment system will provide the formative and assessment data to drive the Tier II intervention system. In addition, the intervention curriculum in IXL will also support the goal of mitigating the learning loss of students, especially foster youth, English learners, and students in poverty.</i></p>	\$ 456,000	Yes
<p>Purchase and Implementation of Formative for use in class to collect student learning data and to design appropriate instructional plan.</p> <p><i>Based on historical data, foster youth, English learners, and students in poverty have large gaps in learning. The need to establish a reliable way to measure student learning through formative assessments is vital to determining where learning gaps exist in each subject and on the needed steps to take to help correct the learning gaps. The program, Formative, does this through teachers being able to communicate to students in a variety of ways, through voice, chat, video, or interacting directly on a students screen. This two-way communication allows teachers to determine where students need additional support. Further, Formative allows for quick checks for understanding for a single student or a whole classroom, with the ability to give individual or whole class feedback.</i></p>	\$ 147,000	Yes
<p>Program cost for MTSS Implementation (i.e. Academic Intervention, PBIS, Social Emotional Learning)</p> <p><i>As a district, foster youth, homeless, and students in poverty had higher rates of suspension as noted in the 2017 and 2018 Dashboards. The implementation of PBIS district-wide as part of the MTSS implementation was instrumental in decreasing suspension rates for students, which was evident in the 2019 California Dashboard. In order to sustain those positive gains, continued training and further implementation of PBIS and the larger MTSS is needed to bridge the gaps in our Dashboard. The continued implementation of MTSS will increase performance for foster youth, English Learners, and students in poverty.</i></p>	\$ 150,000	Yes
<p>Learning Management Systems and Instructional technology software and tools including Seesaw</p> <p><i>Providing high quality learning opportunities and environments are important for all students, and of utmost importance for foster youth, English Learners, and students in poverty. The ability to provide learning content and materials in systems that track student progress and performance are needed to address learning gaps for all students and especially true for closing the achievement gaps for our foster youth, English Learners, and students in poverty.</i></p>	\$ 150,000	Yes



Learning Continuity and Attendance Plan, 2020-21

<p>Elementary Curriculum Development for Hybrid and Distance Learning <i>Curriculum development for the 2020-21 school year that established a systemic pacing plan, flexibility to transition between hybrid and distance learning, meeting daily instructional minutes, and providing appropriate learning scaffolds to address learning loss and continuity of learning is very important. All of those considerations are vital to develop a coherent instructional program to support our foster youth, English Learners, and students in poverty. As curriculum is developed there is an intentional lesson design process inclusive of best practices to support students that struggle with their learning. English Language Development has been intentionally included to ensure the needs of English Learners are met with the curriculum that is developed and planned. It is not a separate program or consideration, it is part of the overall design.</i></p>	\$ 292,000	Yes
<p>Health & Safety supplies including additional staff to support cleaning protocols</p>	\$ 750,000	No
<p>Additional extra duty hours for increased supervision and safety</p>	\$ 300,000	No
<p>Personal protective equipment, Additional cleaning supplies, and health/safety supports</p>	\$ 500,000	No
<p>Desk Dividers</p>	\$ 528,094	No
<p>Additional Staff - Custodian, Health, & Safety</p>	\$ 200,000	No



Learning Continuity and Attendance Plan, 2020-21

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.]

Elementary

Instruction during Distance Learning will include both daily synchronous and asynchronous instruction that meets the minimum required minutes set forth by education code. SVUSD teachers created a weekly pacing guide for each subject area that includes links to daily slide decks with content to balance synchronous and asynchronous learning opportunities. Teachers have been instructed to follow this pacing guide each week to maintain consistency in learning targets for students in 100% distance learning and those students returning to hybrid instruction. School sites will maintain regular school hours for families. Teachers will share weekly schedules with parents every Monday morning with guidance on when live instruction will occur throughout the week. Each elementary instructional day is to remain consistent at each school and for each grade level. Each day will be 5 hours long, with a 15 minute and a 45-minute break. Students will have a 15-minute break in the morning and a 45-minute lunch break daily. Teachers will balance live whole group and small group instruction along with asynchronous instruction in order to meet the minimum daily minute requirements. Teachers will use video conferencing and Google Classroom to communicate with students and host whole group and small group meetings. Live instruction will occur in the video conference and recorded instruction will be shared through Google Classroom in slide decks. All elementary schools will be using Google Classroom as the learning management system. All curriculum and instructional resources are available to teachers and students digitally. A website was developed for teachers to access the weekly pacing guides with daily slide decks of lessons for each content area. Teachers will share weekly and daily schedules through Google Classroom. The board adopted curricular materials are all available to students online; we will continue to use these programs. Each student was given their grade level consumable workbooks (textbooks) to use in conjunction with online experiences. Kindergarten has been given additional materials to practice fine motor skills. Teachers will utilize Google Classroom to assign and collect student assignments. Scores will be given utilizing standards-based grading rubrics and Aeries gradebook. The current curriculum is available digitally, in addition to having access through the textbook consumables we handed out prior to the start of school. Teachers and students can access this curriculum through the district portal on their Chromebooks. Daily Designated ELD instruction will be provided to English Learners. During this dedicated instructional time, teachers will provide additional support focused on language development so that English Learners can fully access their English Language Arts class and content. During Integrated ELD, teachers will provide linguistic scaffolds such as the use of sentence frames, using collaborative discussions to better understand text or use of multimedia supports to help students understand the content. There are Bilingual Parent Advocates and/or Community Liaisons assigned at school sites. The main responsibility of these



Learning Continuity and Attendance Plan, 2020-21

staff members is to reach out to all parents who speak a language other than English. All communications such as district emails, newsletters, and important announcements are sent in both English and Spanish. ELAC and DELAC meetings will continue to be held at the site and district level. In addition to the usual topics covered during these meetings, special emphasis will be placed on supporting EL parents' understanding of distance learning.

Secondary

Instruction during Distance Learning will include both daily synchronous and asynchronous instruction which will meet or exceed the minimum required minutes set forth by ed code. SVUSD teachers work in Professional Learning Communities (PLCs) to collaborate on the scope and sequence/pacing for each grade level subject. District stakeholders worked collaboratively on both teacher guidelines for instruction and student guidelines for learning and can be found on the district website. This plan includes consistency with the pacing of instruction in both the Hybrid model and the Distance Learning model, communication plan with families and students regarding weekly assigned tasks, use of a district-recommended learning platform, and designated time for both synchronous and asynchronous learning. School sites will maintain regular school hours to help support families and other stakeholder groups. Teachers will share weekly agendas with students and families on Monday morning and will include the week's big ideas, learning targets, tasks, and assignments with due dates. This information will include both asynchronous and synchronous in-class plans for the week. Mondays are designed for teachers and students to connect in each of their classes throughout the bell schedule. During the specific class periods on Tuesday/Thursday or Wednesday/Friday teachers will do the following: Meet with students during their assigned class periods; Use a variety of activities such as student work time with teacher support, teacher instruction or demonstration, student collaboration with partners or teams, presentations, etc; Maintain a cognitive presence in the class through delivering instruction at least twice a week. This instruction could include recorded instructional videos, live whole-group instruction, synchronous or asynchronous discussions, interactive activities, small-group collaboration, or Q&A sessions. For synchronous learning, teachers will use video conferences, such as Zoom or similar platforms, to communicate with students and host whole group and small group meetings. Live instruction will occur during the video conference time guided by the school period schedule. In addition, asynchronous learning will include teacher-assigned tasks that can be completed independently and will serve as learning extension tasks. All secondary teachers will use a platform such as Google Classroom, Canvas, or Powerschool for students to access online learning. All curriculum and instructional resources are available to teachers and students digitally. A website was developed for teachers to obtain online resources to support digital learning. Teachers will share weekly schedules through Google Classroom or similar platform. Board adopted curricular materials are available to students online. In addition, students were given textbooks and/or consumable materials that will also be used as part of their course materials. Several Career Technical Education courses (Animation, Multimedia Communications, Computer Science, Engineering, Digital Film, etc.) require the use of industry-specific software packages and hardware systems to support classroom learning. These packages and systems assist in achieving the learning objectives for a course through real-world



Learning Continuity and Attendance Plan, 2020-21

problems, lab exercises, and project-based learning. Due to COVID 19, students need remote access to the classroom lab. Several students only have a Chromebook at home, which either doesn't support the industry-recognized software or isn't providing the student the equitable learning experience they would get from being in the classroom. A way to minimize this impact would be to virtualize the software and create Virtual Machines using a tool such as VMware Workstation with the software pre-installed in a stable configuration. Virtualizing workstations and lessons can reduce the need for additional equipment and allow students to learn the required course competencies safely. Software licenses will continue to be purchased using CTE grant funds. Each student was given their grade level consumable workbooks (textbooks) to use in conjunction with online experiences. Teachers will utilize Google Classroom, Canvas, or similar platforms, to assign and collect student assignments. Scores will be given utilizing traditional A-F grading through the Aeries gradebook. All students and families have access to the Aeries gradebook through an online district portal. Current curriculum is available digitally, in addition to having access through the textbook consumables handed out prior to the start of school. Teachers and students can access this curriculum through the district portal on Chromebooks or similar personal digital devices. SVUSD provides Chromebooks to families who need a digital device to access the curriculum. ELD courses at the secondary level will continue to be scheduled in a double-block period. During this dedicated instructional time, teachers will provide additional support focused on language development while providing grade-level English instruction to the most appropriate extent possible. Content area teachers will provide integrated ELD instruction through linguistic scaffolds such as the use of sentence frames, using collaborative discussions to better understand text or use of multimedia supports to help students understand the content. There are Bilingual Parent Advocates and Community Liaisons assigned at school sites. The main responsibility of these staff members is to reach out to all parents who speak a language other than English. All communications such as district emails, newsletters and important announcements are sent in both English and Spanish. ELAC and DELAC meetings will continue to be held at site and district level. In addition to the usual topics covered during these meetings, special emphasis will be placed on supporting EL parents' understanding of distance learning.

Special Education

Specialized Elementary (Moderate/Severe):

Full Year Distance- Distance offered in response to SB98 as an emergency condition Distance Learning program. SVUSD created regionalized Distance Foundational and Autism programs for those families electing to continue with Distance Learning. All SAI and DIS delivered via virtual methods. The design follows the general education structure with synchronous and asynchronous schedules, and provides whole group (daily), small group (daily), and individualized services to work on goals throughout the school day. We are offering 4 specialized elementary Distance Classrooms at Elementary (2 Foundation and 2 Autism).



Learning Continuity and Attendance Plan, 2020-21

Basic Elementary (Mild/Moderate):

Full Year Basic Distance- Distance Offered in response to SB98 as an emergency condition Distance Learning program. SVUSD created regionalized Distance Basic program option for those families electing to continue with Distance Learning based on their unique circumstances. All SAI and DIS delivered via virtual methods. Follows GE structure with synchronous and asynchronous schedules. 12 FTE were assigned to a Regional Distance Basic (Mild/Moderate) program. These classes are organized by grade level. For those students who receive core in an SDC setting, teachers do 90 minutes of live core instruction during the morning session and afternoon sessions to target individualized goal areas. The Regional SAI Basic teacher provides support in the afternoon sessions for Basic students who receive core instruction within general education.

SECONDARY:

Specialized SECONDARY (Moderate/Severe):

Full Year Distance- Distance offered in response to SB98 as an emergency condition Distance Learning program. SVUSD created regionalized Distance Foundational and Autism programs for those families electing to continue with Distance Learning. All SAI and DIS delivered via virtual methods. The design follows the general education structure with synchronous and asynchronous schedules, and provides whole group (daily), small group (daily), and individualized services to work on goals throughout school day.

Basic Secondary (Mild/Moderate):

Full Year Basic Distance- Distance Offered in response to SB98 as an emergency condition Distance Learning program. SVUSD created regionalized Distance Basic program option for those families electing to continue with Distance Learning based on their unique circumstances. All SAI and DIS delivered via virtual methods. Follows GE structure with synchronous and asynchronous schedules.

La Tierra Early Childhood Learning Center

Full Year Basic Distance- La Tierra designed virtual preschool programming in response to SB98 as an emergency condition Distance Learning program. SVUSD created a Distance option for each of its preschool programs (Basic, Autism, and Foundational) for those families electing to continue with Distance Learning based on their unique circumstances. All SAI and DIS delivered via virtual methods. The daily schedule includes 180 minutes of synchronous and asynchronous content.

Adult Transition Program



Learning Continuity and Attendance Plan, 2020-21

Full Year Basic Distance- The Adult Transition Programs designed a virtual class option in response to SB98 as an emergency condition Distance Learning program for those families electing to continue with Distance Learning based on their unique circumstances. All SAI and DIS services will be delivered via virtual methods. The daily schedule includes 240 minutes of synchronous and asynchronous content.

Establish Distance Learning Plans: During the Spring Closures, the District developed emergency learning plans which mirrored each student's IEP to the maximum extent possible. As we returned for the 20/21 school year, families were notified via a general prior written notice regarding the District's Distance Learning structure and delivery of special education services. This was followed by communication from the student's IEP team with the student's individualized Distance Learning Plan, and emergency condition services are being added to each student's next regularly scheduled IEP in alignment with new guidance.

Assessment: Even during school closures and the pause in assessment timelines, teams worked to maximize virtual assessment methodologies to the maximum extent. As we return to in person assessment, we have established safety guidelines and protocols, additionally we will be utilizing to the extent appropriate virtual methods, record reviews, and alternative assessments to minimize in person measures. We have been working to train staff in new assessment methodologies and adaptations that can be used for assessments during Distance Learning.

IEPs Meetings: Outside of the initial shut-down of the school in March 2020, SVUSD has been holding virtual IEP meetings. Staff was trained in Spring 2020 on the Virtual IEP process and we plan to continue holding virtual IEP meetings until school resumes in a traditional manner.

Progress Monitoring: IEP team members continue to monitor student's progress towards their goals as a metric of growth. However, with the shift to Distance, some school-based goals have been hard to measure as opportunities for both instruction, practice, and demonstration of the goal progress are not available in the home setting. The District has offered tools and training on how to progress monitor virtually.

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.]

Device distribution centers were set up at each school site and the District Office to provide devices and hotspots to students in need of a device or without internet access at home. Devices were checked out to students using Destiny to track devices. Students kept devices over the summer and into the new school year. The District Office location remained open throughout the school dismissal period and summer to continue checking out devices, provide repairs, and technology support. For the 2020-21 school year, students began with the device they checked out in the spring. If a student was new to the District or now needed a device, they were available for checkout at the school site. Hotspots continue to be distributed for families in need.

Community liaisons and school sites reached out to families to determine what supports or technology were needed for students to engage in distance learning. During data confirmation families were asked about the internet connectivity in their home and all new to the District families were asked specifically by the school site if they needed a device or hotspot.

Device distribution continues to run from each school site to fulfill device needs for any student. The District and school sites Technology Services provided and continue to provide support in English and Spanish via phone, online, and in-person to families, students, and employees to ensure everyone is comfortable with the technology and able to utilize it to meet their learning needs. Online support materials were available for students and families.

Hotspots were provided for students during the school dismissal who could not connect to the internet, and continue to be made available for students that aren't able to connect to the internet. Schools are connecting with students who are not able to connect on a repeated basis to determine if the student needs a device, support, or a hotspot. Technology Services and the school site then work together to support the student in connecting to the virtual environment.

To date 12,000 chromebooks were ordered to meet student technology needs and over 550 hotspots with year long connectivity service were purchased to provide internet connectivity. Additional chromebooks and hotspots will be purchased to meet ongoing needs. Additional teacher computers and iPads were purchased to provide remote streaming instruction for students.



Learning Continuity and Attendance Plan, 2020-21

Hotspots with year long connectivity service are prioritized to specifically support English Learners, Students in Poverty, Foster Youth, and Homeless students, as well as Chromebooks. Technical support was provided in Spanish for families. Community liaisons and school sites reached out to families to determine what supports or technology were needed for students to engage in distance learning. Additional teacher computers and iPads were purchased to provide remote streaming instruction for students. Technology Services provided and continue to provide support in English and Spanish via phone, online, and in-person to families, students, and employees to ensure everyone is comfortable with the technology and able to utilize it to meet their learning needs. Online support materials were available for students and families.

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.]

District-wide attendance procedures:

All student attendance is documented in the AERIES student information system. Additional attendance codes were added to keep track of attendance in accordance with new education code requirements. While on distance learning, the following categories to capture student engagement:

- DL Engaged: Synchronous-** Student only participated in the live/synchronous session, but did not complete asynchronous work
- DL Engaged: Asynchronous-** Student did not participate in the synchronous/live session, but complete asynchronous/independent work or demonstrated participation in another form outside of synchronous instruction
- DL Engaged: Synchronous and Asynchronous:** Student attended the synchronous/live session AND completed an asynchronous task such as submission of an assignment, assessment, or responding to an email or message board.
- DL Absent - Verified Absent:** Student did not attend the synchronous/live session and did not engage in asynchronous work/communication.

Elementary

Live video conferencing minutes for students:

- English Language Arts/English Language Development - 30-60 minutes minimum
- Math - 30 minutes minimum
- Science and Social Studies - 30 minutes minimum

Teachers will be providing whole group instruction, small group intervention, 1:1 instruction, and/or assessment as follows:

- English Language Arts/English Language Development - 90 minutes minimum
- Math - 75 minutes minimum
- Science and Social Studies - 30 minutes minimum

Parents groups expressed a need for more live instruction. Teacher groups expressed a desire for greater student participation in classroom meetings. The minimum required minutes are built upon this feedback. Students are expected to complete assignments synchronously and asynchronously in hyperdocs, flip grid, discussion boards, and within the digital versions of our curriculum to capture the degree of participation.

Learning Continuity and Attendance Plan, 2020-21

The summer committee of teachers and coaches planned daily lessons for each subject according to the guidelines set out below. Each lesson in each subject has been timed with a value consistent with 75-90 minutes for ELA/ELD, 75-90 minutes for Math, 30-45 minutes for Science and Social Studies. All student synchronous/asynchronous activities reflect the following minimums as required by Education Code: K - 180 minutes minimum; G1-G3 - 230 minutes minimum; G4-6 - 240 minimum. Guidance to elementary teachers included the following daily instructional time English Language Arts - 75-90 Minutes; Mathematics - 75-90 Minutes; Science: ~20-30 Minutes GK-5, ~30-45 Minutes G6; Social Studies/Social Emotional learning - 20-30 Minutes; and Designated English Language Development *required* 30 minutes daily only for English Learners, with at least 3 synchronous sessions a week. Teachers are expected to Assess students on progress toward standards, provide ongoing student and parent feedback, take daily attendance in Aeries and keep track of assignments for the weekly engagement record.

Secondary

On Mondays, teachers will post the weekly agenda by 8:00 am. The agenda may include the week's big ideas, learning targets, tasks, assignments, etc. with due dates as well as asynchronous (independent) tasks, and synchronous (live) in-class plans for the week. Students will:

- Connect with their teachers in each of their classes through 30-minute live sessions following the bell schedule above
- Participate in a variety of activities developed by their teacher
- Make a plan to complete tasks by the due dates
- Clarify misunderstandings by asking questions in class, emailing teacher, or making arrangements to attend Academic Support Time (Tuesday - Friday)

On TUESDAY-FRIDAY, teachers facilitate instruction during the periods designated on the bell schedule above. Teachers should use at least 20-30 minutes of each instructional period to interact with their students through live instruction. Students will:

- Connect with their teachers in each of their classes following the bell schedule above
- Be on time and be an active participant in class activities for live interaction
- Establish a daily routine for completing assignments
- If absent, check for missing assignments and reach out to teacher for clarification
- Follow rules for online communication/interaction set by the teacher

On TUESDAY-FRIDAY, teachers provide additional ACADEMIC SUPPORT to students following instruction. The schedule is individually developed by school sites. Students may attend academic support time to:

- Get feedback from teacher, revisit instruction, revise work and practice
- Receive additional help on assignments/classwork or to extend their learning
- Retake assessments/assignments when offered
- Develop positive relationships with classmates, teachers, counselors, and administrators
- Access support from the counseling and administrative staff



Learning Continuity and Attendance Plan, 2020-21

Based on stakeholder feedback that we collected from the spring, parents expressed a need for more live instruction. Teacher groups expressed a desire for greater student participation in classroom meetings. The minimum required minutes are built upon this feedback. A uniform secondary bell schedule was created to establish consistent instructional minutes across all secondary schools. Students are expected to complete assignments synchronously and asynchronously through a variety of digital platforms such as Google Classroom, Canvas, hyperdocs, flipgrid, discussion boards, and within the digital versions of our curriculum to capture the degree of participation. Teachers were provided guidance that they should aim for an average of two to three assignments per week; which, with in-class live activities, should equal no more than 3-3.5 hours per week, per class. This was determined by the required instructional minutes set forth by ed code and by taking into consideration the allocated time that needs to be balanced based on the number of subject areas that each student would have. Teacher distance learning guidelines, developed in consultation with teacher stakeholder groups, include giving students frequent feedback about their learning progress. Daily documentation of student progress includes: Evidence of participation in online activities, completion of regular assignments, completion of assessment, and/or contact with students. Further, teachers will communicate regularly to students or parents who are not attending live instructional time using email, phone, etc. Finally, teachers will follow school designed attendance and re-engagement procedures if unable to make contact with the student or family. Teachers will use Aeries to track student progress. As we continue to develop our guidelines for Academic Support time, we are also developing progress monitoring procedures such as weekly D/F reports to ensure that students are on track and that appropriate interventions will be provided to students who are not meeting standards. Last, we will also utilize built in reports from our curricular programs such as IXL that can be used for progress monitoring purposes.

Tracking and Monitoring of Pupil Progress

Each teacher will complete a Weekly Engagement Record for their class indicating the lessons, assignments, and assessments offered to students each week while also indicating the type of instruction offered (asynchronous, synchronous, in-person). Attendance procedures will account for how the student participated on a particular day. Teachers will utilize a variety of online learning platforms and tools such as Google Classroom, Canvas, Zoom, Flipgrid, and Seesaw to present material to students, collect assignments, and administer assessments. Student progress will be tracked through the submission of these assignments and assessments. Teachers will monitor student work through the use of a gradebook on AERIES or other selected platforms. Based on the assignments and assessments submitted, teachers will be able to identify student progress through the review and grading of these assessments and assignments. Additionally, students and parents will be able to check their own progress by accessing parent and student portals which allow for a review of grades. Students will receive report cards throughout the school year on a schedule that matches the regular school year.



Learning Continuity and Attendance Plan, 2020-21

Time Value of Asynchronous Work

Teachers were provided guidance on the amount of instructional minutes required at each grade level per SB 98. Teachers will subtract the amount of time spent in synchronous/in-person instruction from the required amount of instructional minutes to get the amount of time students will need to spend on asynchronous learning. Teachers will develop asynchronous work based on this time requirement using the estimated average time it should take a student to complete the assignment/assessment.



Learning Continuity and Attendance Plan, 2020-21

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.]

Elementary

All teachers participated in distance learning professional development prior to the beginning of the 2020-2021 school year. In addition, a variety of webinars were provided to teachers to support distance learning lesson development. Training is required of all employees on safety and health protocols as part of the annual mandatory training. In addition, principals reviewed the attestation reports for each school site as part of the start of the school year opening. Curated resources are available to all employees, and timely updates and reminders are shared with all employees. There are plans for ongoing professional development during the school year to support teachers with both in-person and distance learning. The Educational Technology team continues to build new training to support teachers with learning management platforms, software, and other educationally related apps that support student learning. Educational Tech Teachers on Special Assignment (TOSA) continue to meet with teachers 1:1 to support individualized needs and learning.

Secondary

All teachers participated in distance learning professional development prior to the beginning of the 2020-2021 school year. In addition, a variety of webinars were provided to teachers to support distance learning lesson development. A summer learning committee which included both academic coaches and secondary teachers developed a First 10 Days Distance Learning Plan for all subject areas. This plan provides teachers with specific lessons to help students engage in an online learning environment using various online resources while also building classroom community. To maintain instructional flow, training was also provided to potential substitute teachers to ensure that instruction remains intact even in the absence of the regular classroom teacher. Training is required of all employees on safety and health protocols as part of the annual mandatory training. In addition, principals reviewed the attestation reports for each school site as part of the start of the school year opening. Curated resources are available to all employees, and timely updates and reminders are shared with all employees. Two staff development days will be used to provide time and support to teachers to support in-person and distance learning. During this time, professional development opportunities will be made available to teachers. Site PLC/PD days have also been integrated into the weekly schedule and will allow for ongoing professional development for content area curriculum teams. The SVUSD Educational Technology team continues to build new training to support teachers with learning management platforms, software, and other educationally related applications that support student learning. Educational Tech Teachers on Special Assignment (TOSA) continue to meet with teachers 1:1 to support individualized needs and learning. In addition, secondary academic coaches provide professional development opportunities to support the implementation of new technology.



Learning Continuity and Attendance Plan, 2020-21

Staff Roles and Responsibilities

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

The district has established the Human Resources COVID email to address employee questions regarding options for employee leave as it relates to COVID-19. The Human Resources department provides leave resources to all employees and engages in the interactive process with employees that are unable to report to work based on qualifying medical restrictions. Employees have been provided extended COVID-19 related leave options through December 31, 2020 through the Federal “Families First Coronavirus Response Act,” (FFCRA).

The district has engaged in negotiations with all three bargaining units, Saddleback Valley Educators Association, Saddleback Valley Pupil Services Association, and the California School Employees Association #616, to address the change in working conditions as a result of COVID-19. A memorandum of understanding (MOU) was entered into with each unit that addresses Health and Safety, Return to Work, Leave Options, Alternative Duties and other temporary contractual modifications. As the district is able to move to in-person instruction the groups will continue to meet to address additional issues that may arise.

All staff have been directed to engage in health and safety practices such as social distancing, screening procedures, use of personal protective equipment, and measures to prevent the spread of COVID-19 while on all district facilities. Staff have been provided COVID-19 Training on such procedures and precautions. Implementing hybrid and distance learning models have required additional duties and responsibilities to ensure all appropriate health and safety measures are followed. Additional staffing was necessary to support the additional responsibilities especially custodial staff. Work hours have also been shifted to support the different needs for each model.

A district-wide professional development training was provided over summer and fall for K-12 teachers to assist them with delivering instruction in a distance learning model. Information, strategies and resources for supporting student mental health and social-emotional skills were included in this mandated training. Resources include videos, articles and links to websites on how to talk with students about Covid-19, ways to identify signs of stress or trauma in students and how to establish a safe and nurturing environment in the classroom. Additional resources for identifying and supporting student mental health and wellness will be compiled and shared electronically with teachers and support staff over the course of the school year. The Mental Health Resources page on the district website is dedicated to student mental health and wellness information and resources. Extensive information on how to support children during a pandemic, strategies for reducing stress and anxiety, and support resources are posted on this site and updated regularly. The page is a public site that students, parents, staff and the community can access and utilize. Information about this website is pushed out regularly through Principal Bulletins, the Superintendent's Office and school counselor newsletters. In addition, a separate site was recently developed to support the mental health and well being of the SVUSD staff. This site is geared specifically towards improving the mental health and wellness knowledge, skill sets and strategies of staff so that they may be more effective in addressing and supporting the wellbeing of



Learning Continuity and Attendance Plan, 2020-21

their students. This site includes information on how to access the Employee Assistance Program, which provides 24-hour, 7- days per week assistance for any staff member in need of short-term emotional or work assistance support, how to access local mental health providers, as well as self-care activities and stress reduction techniques. Information about this site is also regularly pushed out through various communication channels such as the Superintendent’s Office, Human Resources and principal communications to staff.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners

Designated and Integrated ELD will continue to be offered at all schools sites (see Continuity of Instruction section). Working with classroom teachers, EL instructional staff will also provide additional academic support for individual students and in small groups. Extra-duty hours will be provided, as needed, should additional instructional be needed in support of ELs (e.g. after-school tutoring). Instructional materials such as supplemental books or programs to help students understand the content (e.g. BrainPop Español) may also be made available based on individual student needs. Daily Designated ELD instruction with 20-30 minutes of instructional time will be provided for all ELs. Listening and speaking will continue to be an important part of daily instruction to support ELs in their language development. Specific professional development have been and will be provided for teachers to help them with online resources that they can use in class so students can continue to practice their oral language proficiency (e.g. Seesaw, Flipgrid). i-Ready will be made available for all students, including ELs, for both formative and summative purposes in ELA and Math. ELs who are close to being reclassified will also have the opportunity to complete their 2020 ELPAC when the testing window opens in September. We are currently exploring a comprehensive assessment system that would help teachers to quickly and accurately evaluate students' progress in their oral and written language skills. English Learner specific professional development will be provided. ELD Teachers on Special Assignment (TOSA) as well as instructional coaches will provide EL-specific training for teachers. SVUSD has been using Ellevation, a data management program, for progress monitoring. As such, we will continue with our same process for checking that students are making progress based on assessment data and teacher input.

Students in Poverty

All students have been given a Chromebook and hotspot in order to connect remotely. Each Title I school site has a full time instructional coach dedicated to helping build capacity in teachers working with low income students. These coaches facilitate demonstration lessons on best practices in distance learning for maximum engagement and equity. We have added two Guidance Counselors for our Title I schools only to assist with mental health and engagement needs. Community Liaisons will also assist with community outreach and school engagement culture. Teachers will communicate with each family weekly. Reengagement procedures will be conducted by school administrators and student services when it is determined that a student is disengaged with live or asynchronous instruction. Bilingual Advocates and Community Liaisons are available at each Title I school site to assist in monitoring student participation, family communication and re-engagement. District reserves are being used to provide additional support for Tier II intervention groups at our Title I sites.

Foster Youth

At the elementary level, Foster Youth are supported with sites being provided continued education by the Student Services Department to administrators and office managers about the requirements of immediate enrollment of Foster Youth, even if the youth do not have the necessary documentation to enroll. Notification has been distributed in the weekly Principal Communication along with live Zoom meetings with office managers. Additionally, Foster Youth have been given top priority for all books and materials, which include the technology to access their distance learning. Furthermore, the District has adopted a more flexible position in transfers that go beyond school of origin in order to provide stability or to grant the preferred school of attendance for youth who live within the district, but no longer reside within the attendance boundaries of their school or for youth who are requesting to attend our district or leave our district where school of origin rules do not apply.

At the secondary level, all guidance counselors were trained live via Zoom at the end of August regarding the rights of Foster Youth and the District's position on prioritizing this student group. Although all counselors are aware of Foster Youth rights and the level of support they need, the District has taken a proactive approach in highlighting the importance of prioritizing this group in the midst of the pandemic and distance learning by holding a meeting specific to at-risk groups. A formal review of AB 216 requirements was also conducted. As with the elementary level, requirements of immediate enrollment was communicated in the weekly Principal Communication, was reviewed at the first Zoom meeting with Assistant Principals in mid-August, and in a Zoom meeting with office managers. Finally, all sites were notified in writing and in Zoom meetings, should they have any challenges or questions regarding Foster Youth to contact Student Services. The Student Services Department works closely with and is in weekly to bi-weekly contact with OCDE Foster Youth for additional support and case consultation. Foster Youth students are monitored weekly, in conjunction with the requirement of the mandated Re-Engagement Activities schools must implement if a student is absent 60% or more of the school week. All schools have been notified and trained regarding this mandate and also provided step by step guidance and examples of re-engagement strategies. This guidance details additional action steps for at-risk groups, which include Foster Youth. At the elementary level, the responsibilities for monitoring are the site principals, at the secondary level, the responsibilities are on the guidance counselors.

Students experiencing homelessness

At the elementary level, Homeless students are supported by sites being provided continued education by the Student Services Department to administrators and office managers about the requirements of immediate enrollment of Homeless youth, even if the youth do not have the necessary documentation to enroll. Notification has been distributed in the weekly Principal Communication along with live Zoom meetings with office managers, bilingual parent advocates and community liaisons. Additionally, Homeless Youth have been given top priority for all books and materials, which include the technology to access their distance learning. Furthermore, the District has adopted a more flexible position in transfers that go beyond school of origin in order to provide stability or to grant the preferred school of attendance for youth who live within the district, but no



Learning Continuity and Attendance Plan, 2020-21

longer reside within the attendance boundaries of their school or for youth who are requesting to attend our district or leave our district where school of origin rules do not apply.

At the secondary level, all guidance counselors were trained live via Zoom at the end of August regarding the rights of Homeless youth and the District's position on prioritizing this student group. Secondary bilingual parent advocates and community liaisons were also trained via Zoom. Although all counselors, bilingual parent advocates and community liaisons are aware of Homeless Youth rights and the level of support they need, the District has taken a proactive approach in highlighting the importance of prioritizing this group in the midst of the pandemic and distance learning by holding a meeting specific to at-risk groups. A formal review of AB 1806 requirements was also conducted. As with the elementary level, requirements of immediate enrollment was communicated in the weekly Principal Communication, was reviewed at the first Zoom meeting with Assistant Principals in mid-August, and in the Zoom meeting with office managers, bilingual parent advocates and community liaisons. Finally, all sites were notified in writing and in Zoom meetings, should they have any challenges or questions regarding Foster Youth to contact Student Services. The Student Services Department works closely with and is in weekly to bi-weekly contact with OCDE Family Network for Homelessness for additional support and case consultation. Homeless students are monitored weekly, in conjunction with the requirement of the mandated Re-Engagement Activities schools must implement if a student is absent 60% or more of the school week. All schools have been notified and trained regarding this mandate and also provided step by step guidance and examples of re-engagement strategies. This guidance details additional action steps for at-risk groups, which include Foster Youth. At the elementary level, the responsibilities for monitoring are the site principals, at the secondary level, the responsibilities are on the guidance counselors.

Pupils with Exceptional Needs

ELEMENTARY:

Specialized Elementary (Moderate/Severe):

Full Year Distance- Distance offered in response to SB98 as an emergency condition Distance Learning program. SVUSD created regionalized Distance Foundational and Autism programs for those families electing to continue with Distance Learning. All SAI and DIS delivered via virtual methods. The design follows the general education structure with synchronous and asynchronous schedules, and provides whole group (daily), small group (daily), and individualized services to work on goals throughout the school day. We are offering 4 specialized elementary Distance Classrooms at Elementary (2 Foundation and 2 Autism).



Learning Continuity and Attendance Plan, 2020-21

Hybrid Specialized Elementary: When allowed to return to in person learning, all of our specialized programs (Foundation, Autism, and TBIC) will return in alignment with their full program schedule. Students will attend a full school day, 5-days a week. DIS services will be delivered in alignment with IEP

Basic Elementary (Mild/Moderate):

Full Year Basic Distance- Distance Offered in response to SB98 as an emergency condition Distance Learning program. SVUSD created regionalized Distance Basic program option for those families electing to continue with Distance Learning based on their unique circumstances. All SAI and DIS services delivered via virtual methods. Follows GE structure with synchronous and asynchronous schedules. 12 FTE were assigned to a Regional Distance Basic (Mild/Moderate) program. These classes are organized by grade level. For those students who receive core in an SDC setting, teachers do 90 minutes of live core instruction during the morning session and afternoon sessions to target individualized goal areas. The Regional SAI Basic teacher provides support in the afternoon sessions for Basic students who receive core instruction within general education.

Hybrid Basic Elementary : When allowed to return, students will receive their SAI services to the maximum extent possible based on each student's IEP. SVUSD is doing a hybrid 5-day a week half day model for general education students. For students who are in an SDC setting, they will receive SAI for AM/PM session for a full-day of instruction. For students who receive pull-out SAI services, students will receive a session of General Education, and a session of SAI for a full instructional day. For students who receive supports in the GE session, instructional support will be provided in the GE classroom. DIS services will be delivered in alignment with IEP.

SECONDARY:

Specialized SECONDARY (Moderate/Severe):

Full Year Distance- Distance offered in response to SB98 as an emergency condition Distance Learning program. SVUSD created regionalized Distance Foundational and Autism programs for those families electing to continue with Distance Learning. All SAI and DIS services delivered via virtual methods. The design follows the general education structure with synchronous and asynchronous schedules, and provides whole group (daily), small group (daily), and individualized services to work on goals throughout school day.

Hybrid Specialized Secondary When allowed to return to in person learning, all of our specialized programs (Foundation, Autism, and TBIC) will return in alignment with their full program schedule. Students will attend a full school day, 5-days a week. DIS services will be delivered in alignment with IEP. Students will follow the general education period-by-period schedule and then on their off- scheduled days, will receive live learning in a self-contained setting with DIS services delivered in alignment with their IEP.



Learning Continuity and Attendance Plan, 2020-21

Basic Secondary (Mild/Moderate):

Full Year Basic Distance- Distance Offered in response to SB98 as an emergency condition Distance Learning program. SVUSD created regionalized Distance Basic program option for those families electing to continue with Distance Learning based on their unique circumstances. All SAI and DIS services delivered via virtual methods. Follows GE structure with synchronous and asynchronous schedules.

Hybrid Basic Secondary: When allowed to return, students will receive their SAI services to the maximum extent possible based on each student's IEP. SVUSD is doing a 2-day live and 3-day asynchronous model. Students' will attend their scheduled live sessions for 2 days during the week and then have the option of accessing a daily live Learning Center for SAI supports the other 3-days for in person instruction and assistance.. DIS services will be delivered in alignment with IEP.

La Tierra Early Childhood Learning Center

Full Year Basic Distance- La Tierra designed virtual preschool programming in response to SB98 as an emergency condition Distance Learning program. SVUSD created a Distance option for each of its preschool programs (Basic, Autism, and Foundational) for those families electing to continue with Distance Learning based on their unique circumstances. All SAI and DIS services delivered via virtual methods. The daily schedule includes 180 minutes of synchronous and asynchronous content.

Hybrid Preschool: When allowed to return to live instruction, all of our preschool programs will return to their full schedule. Students will be provided with a program in alignment with their IEP.

Adult Transition Program

Full Year Basic Distance- The Adult Transition Programs designed a virtual class option in response to SB98 as an emergency condition Distance Learning program for those families electing to continue with Distance Learning based on their unique circumstances. All SAI and DIS services will be delivered via virtual methods. The daily schedule includes 240 minutes of synchronous and asynchronous content.

Hybrid Adult Transition Program: When allowed to return to live instruction, our adult transition program will return to their full schedule. Students will be provided with a program in alignment with their IEP with necessary safety related modifications as appropriate for community based instruction.

Learning Continuity and Attendance Plan, 2020-21

Additional Personnel Required:

Due to the requirements of SB98 and offering both a Distance Option and Live instructional option to families, as well as social distancing requirements, we have had to increase staffing to facilitate splitting of programming. At minimum, Special Education has added 5 FTE Certificated and 10 FTE for IA's. Additionally, we will need to hire additional staff due to the large number of staff on leave and lack of substitutes due to COVID-19.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
<p>Extra duty hours for teachers and EL instructional staff to support English Learner students <i>The need to provide targeted additional support for English Learners began with the needs of English Learners. Ensuring a system of support and the deployment of resources and services are based entirely on supporting the needs of English Learners.</i></p>	\$ 300,000	Yes
<p>Purchase of 12,000 chromebooks <i>The digital and technology divide for foster youth, English Learners, and students in poverty are much greater than their peers. The equity implications for distance learning during the pandemic for these student groups mobilized the need for additional devices. Additionally, device distribution are prioritized for foster youth, English Learners, and students in poverty. The commitment to prioritize distribution for these student groups is intended to reduce the digital divide and enable all students to fully participate in our distance learning programs, especially foster youth, English Learners, and students in poverty.</i></p>	\$ 4,000,000	Yes
<p>Purchasing hot spots and monthly connectivity fee; provide internet connectivity for students without internet connectivity at home. This service is enabling students to participate in virtual learning. <i>The digital and technology divide for foster youth, English Learners, and students in poverty are much greater than their peers. The equity implications for distance learning during the pandemic for these student groups mobilized the need for internet connection devices. Additionally, hotspot device distribution is prioritized for foster youth, English Learners, and students in poverty. The commitment to prioritize distribution for these student groups is intended to reduce the digital divide and enable all students to fully participate in our distance learning programs, especially foster youth, English Learners, and students in poverty.</i></p>	\$ 256,000	Yes
<p>Implementation and purchase of Canvas Learning as a learning management system to provide virtual learning space for teachers and students to deliver and participate in instruction.</p>	\$77,750	No
<p>Instructional Materials including Teacher Editions, Student Online editions, etc.</p>	\$ 425,000	No



Learning Continuity and Attendance Plan, 2020-21

CTE Virtual Machine Software	\$ 100,000	No
Smart Music Educator for VAPA classes (3 year license)	\$ 49,000	No

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.]

Elementary

The i-Ready Language Arts and Mathematics diagnostic assessments will be administered three times throughout the school year. After the first and second assessment, teachers will identify students above, at, and below grade levels to determine the appropriate instructional plan. Intervention plans will be executed for six to eight weeks. The i-Ready Language Arts and Mathematics diagnostic assessments will be administered three times throughout the school year. i-Ready will be administered three times a year for all students. Teachers will also be administering formative and summative assessments to measure progress towards standards taught. By using the i-Ready assessment to determine student levels and progress in English Language Arts and Mathematics, students will be grouped according to results for targeted intervention. Students will also have the ability to accelerate their progress in the standards beyond their current grade levels. Additional professional development to teachers will be provided in order to maximize the use of this data and plan for instruction.

English Learners: Initial learning status of ELs will be based on initial ELPAC for newly-enrolled students, and the most recent ELPAC for those that were able to complete the 2020 exam. Initial assessment of ELs who did not complete the 2020 ELPAC will be based on i-Ready data and all other data from grade level assessments. We are also exploring additional assessments that can be used to measure the oral proficiency of ELs until the 2021 ELPAC is administered. As part of our Tier 2 intervention plan, ELs will receive additional support from teachers as well as EL instructional assistants based on their needs as determined by the assessments described above.

Secondary

English Learners: Initial learning status of ELs will be based on initial ELPAC for newly-enrolled students, and the most recent ELPAC for those that were able to complete the 2020 exam. Initial assessment of ELs who did not complete the 2020 ELPAC will be based on a diagnostic assessment for those enrolled in ELD Emerging courses, Reading Inventory for those enrolled in ELD Intervention courses, and all other baseline assessments that will be administered in content area courses. We are also exploring additional assessments that can be used to measure the oral proficiency of ELs until the 2021 ELPAC is administered.

The IXL Learning diagnostics will be administered within the first six weeks of school to give an initial student learning status in ELA and Math. This information will provide student data to identify students above, at, and below grade level to determine an appropriate instructional plan. These

Learning Continuity and Attendance Plan, 2020-21

include intervention plans for students not proficient at grade level standards. Further, all grade 7 and 9 students will take the Mathematics Diagnostic Testing Project (MDTP) assessment within the first 30 school days to measure math readiness for the current grade level. Finally, all secondary students will be given a SVUSD Performance Task (PT). These PT assessments will be administered in English, math, science, and social studies courses. The IXL Learning diagnostic will be administered to all secondary students. In addition to the regular progress monitoring that will be done by teachers, the IXL Learning program assesses student learning in a continuous manner and provides real-time data and feedback on student learning and performance. Teachers and sites have received extensive training on using data as part of the Professional Learning Community (PLC) framework. Using the steps included in this framework, teachers will have the ability to use data to determine action steps and expected success criteria to get students back on track. This work will be done during designated PLC/PD days.

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.]

Elementary

Sites will address learning loss and acceleration through the MTSS process. All students will be assessed diagnostically three times a year to identify gaps in learning. Grade level teams will meet with the principal and the instructional coach to analyze data and create action plans to address learning gaps. These plans will specifically address research based strategies that best support English Learners, Low-income, foster youths, pupils with exceptional needs and pupils experiencing homelessness. Instructional coaches, counselors, and special education staff will support teachers through professional development and coaching. These action plans will include dedicated time to small group instruction by the classroom teacher to address specific standards to address, and providing additional intervention instruction to students identified with greater needs. Additional support staff will provide Tier II instruction to identified students. Special focus will be placed on ensuring that small group and Tier II interventions are supporting our student group population of English learner, foster youth, McKinney Vento, and socio-economically disadvantaged youths. Actions and strategies will differ based on the analysis of data and determining the learning gaps of students. Tier II interventions will be prioritized for our four student groups, then expanded to all students. Once the gaps have been identified teachers with the principal and support staff will identify the actions and strategies to support each child, these will include small group instruction, tier I intervention, and tier II intervention. Teachers are receiving multiple professional development sessions on the use of iReady assessment, the analysis of data, and researched based instructional strategies and support for students with learning gaps. Teachers will work collaboratively within their grade level PLC at least twice a month to analyze assessment data and plan instruction. Along with the three diagnostic assessments to monitor learning acceleration, teachers will administer frequent formative assessments to monitor student progress towards grade level standards.



Learning Continuity and Attendance Plan, 2020-21

Secondary

The initial IXL Learning diagnostic assessment will be administered during the first six weeks of school to identify students' learning needs and gaps. English and Math teachers in PLC teams will review the results to identify students above, at, and below grade levels to determine the appropriate instructional plan.

Teachers will address student learning needs in class and/or during Academic Support time offered within the school bell schedule four days per week. The IXL program will be used to provide further ongoing support for struggling students. English Learners, Students in poverty, experiencing homelessness, and Foster Youth will be prioritized for targeted support in Academic Support time.

Academic Coaches and Coordinators will work closely with Secondary Department Chairs to oversee data analysis procedures as well as meeting with each PLC at all sites to determine next steps for struggling students and specific subgroups. Principals and APs of Curriculum will receive an overview training on IXL and the data, data analysis, so that accountability occurs at the site level. IXL can be assigned to students for asynchronous work and customized to the needs of struggling students.

Teachers will have the ability to use data to determine action steps and expected success criteria to get students back on track. This work will be done during designated PLC/PD days. Please refer to Supports for Pupils with Unique Needs section. The SVUSD Educational Technology team continues to build new training to support teachers with learning management platforms, software, and other educationally related applications that support student learning, this includes a 90 minute training on the use of the IXL Learning program. Educational Tech Teachers on Special Assignment (TOSA) continue to meet with teachers 1:1 to support individualized needs and learning. In addition, secondary academic coaches provide professional development opportunities to support the implementation of new technology. Site PLC/PD days have been integrated into the weekly schedule and will allow for ongoing professional development and collaboration for content area curriculum teams. In addition to the regular progress monitoring that will be done by teachers, the IXL Learning program assesses student learning in a continuous manner and provides real-time data and feedback on student learning and performance.

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.]

Elementary

The effectiveness of the Tier II Intervention program will be monitored with student data collected in the i-Ready diagnostic assessments (administered three times a year). The student data will drive the assignment of students in the program and the course of study during Intervention. Additionally, progress monitoring assessments from i-Ready will be used to measure and monitor progress during intervention. District personnel will meet three times a year with each site administrator to review diagnostic assessment data. The first meeting provide support to site administration in developing their action plan for learning loss. The following two meetings will occur after each additional assessment and will consist of analysis of data and progress of students. District personnel will also work with the site to determine what actions and strategies have been implemented effectively and what changes in the action plan need to be made to support student learning. District staff will work with site leadership to analyze data three times throughout the year. The district will use the Data Team Process to determine if changes need to be made to supports and services.

Secondary

The effectiveness of the Tier II Intervention program will be monitored with student data collected in the IXL diagnostic assessments (administered three times a year). The student data will drive the assignment of students in the program and the course of study during Intervention and Academic Support Time. Additionally, progress monitoring assessments from IXL will be used to measure and monitor progress during intervention. The secondary educational services professional development focus for the 2020-2021 school year will be Intervention, or PLC Question 3: What do we do when students don't learn. English and Math classes will use IXL to pinpoint specific areas of need for re-teaching. Teachers now have a large dedicated time on Tuesday-Friday for Academic Support Time. During this period specific time, teachers will: reach out to students who are missing class or who do not master content. Teachers will also re-teach standards that students have not mastered, either in small groups or individually. Students will be given the opportunity to retake assessments or assignments after completing additional guided practice. Finally, students will have the opportunity to connect with teachers informally.

The Academic Coaches and Secondary Coordinators will offer professional development for teachers/PLCs around Intervention: research based interventions within their specific content area. Finally, each site PLC will be asked to collaborate to generate agreed upon Interventions (Tier 1 and 2) that can be performed in the classroom level, student support time. These documents will be shared schoolwide.



Learning Continuity and Attendance Plan, 2020-21

Finally, instead of a district mandated performance task, each school PLC will determine what assessment they will use to measure progress in English, Math, Social Science and Science. Teachers may use established district performance tasks, CAASPP Interim Assessments or PLC generated assessment with approval.

The effectiveness of the Tier II Intervention program will be monitored with student data collected in the IXL diagnostic assessments (administered three times a year). The student data will drive the assignment of students in the program and the course of study during Academic Support time. Additionally, progress monitoring assessments from IXL will be used to measure and monitor progress during intervention.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
<p>Elementary Tier II Intervention Program & System <i>The Elementary Tier II Intervention program and system was developed to address the learning gaps for foster youth, English Learners, and students in poverty. It was expanded to encompass all students, but the initial need and design began with our foster youth, English Learners, and students in poverty. The intervention system is needed to address the learning loss due to the pandemic and the historical achievement gap for our foster youth, English Learners, and students in poverty.</i></p>	\$ 1,000,000	Yes
<p>Secondary Tier II Intervention Program & System <i>The Secondary Tier II Intervention program and system was developed to address the learning gaps for foster youth, English Learners, and students in poverty. It was expanded to encompass all students, but the initial need and design began with our foster youth, English Learners, and students in poverty. The intervention system is needed to address the learning loss due to the pandemic and the historical achievement gap for our foster youth, English Learners, and students in poverty.</i></p>	\$ 1,000,000	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.]

A district-wide professional development training was provided over summer and fall for K-12 teachers to assist them with delivering instruction in a distance learning model. Information, strategies and resources for supporting student mental health and social-emotional skills were included in this mandated training. Resources include videos, articles and links to websites on how to talk with students about Covid-19, ways to identify signs of stress or trauma in students and how to establish a safe and nurturing environment in the classroom. Additional resources for identifying and supporting student mental health and wellness will be compiled and shared electronically with teachers and support staff over the course of the school year. The Mental Health Resources page on the district website is dedicated to student mental health and wellness information and resources. Extensive information on how to support children during a pandemic, strategies for reducing stress and anxiety, and support resources are posted on this site and updated regularly. The page is a public site that students, parents, staff and the community can access and utilize. Information about this website is pushed out regularly through Principal Bulletins, the Superintendent's Office and school counselor newsletters. In addition, a separate site was recently developed to support the mental health and well being of the SVUSD staff. This site is geared specifically towards improving the mental health and wellness knowledge, skill sets and strategies of staff so that they may be more effective in addressing and supporting the wellbeing of their students. This site includes information on how to access the Employee Assistance Program, which provides 24-hour, 7- days per week assistance for any staff member in need of short-term emotional or work assistance support, how to access local mental health providers, as well as self-care activities and stress reduction techniques. Information about this site is also regularly pushed out through various communication channels such as the Superintendent's Office, Human Resources and principal communications to staff.

The Second Step Curriculum is taught by the K-6 classroom teacher in all elementary schools across the district. This is the second year of Second Step implementation at the elementary level. Second Step was purchased for intermediate schools to begin implementation this fall. Classroom teachers use the activities that are provided through the curriculum to monitor the social-emotional wellness of their students. Second Step recently added an SEL for Adults Resilience During Crisis module. This module was designed to guide school communities in responding to events that cause extreme stress, and help teachers and school leaders strengthen their own resilience as well as recognize the signs of students in need of mental health supports.

Panorama Education's Social-Emotional student screener was implemented last year in grades 3 - 12. The platform also provides ready to teach SEL classroom lessons and teaching strategies for classroom teachers. All 3rd - 12th grade teachers have access to their students individual SEL data and the library of lessons and strategies. This tool is used to assess and monitor student social-emotional learning and skill building, as well as, gather student and parent feedback on distance learning and their overall well-being during the pandemic.



Learning Continuity and Attendance Plan, 2020-21

All secondary schools and Title 1 elementary schools have school counselors on staff to identify and assist students who may be considered at-risk with attendance, academics, or social-emotionally. All school counselors have been trained in ACEs, Adverse Childhood Experiences, which helps them screen students for potential signs of childhood trauma, provide early intervention and resource linkage to parents/guardians. Teachers, parents and other school staff can refer any students of concern to the school counselor. Secondary school counselors provide regular check-in opportunities with their students through electronic surveys, counseling appointments, drop in hours and during classroom guidance and social-emotional learning lessons. These check-ins provide an ongoing and consistent way to monitor student mental health and social-emotional wellness.

The Self-harm/Suicide assessment protocol was revised for distance learning by Student Services. All school counselors, school psychologists and site administrators have been trained in responding to student safety concerns that arise during distance learning and how to use the adapted protocol.

District mental health services are available for students K-12 experiencing more intensive social-emotional concerns. School counselors, psychologists and administrators are trained in the referral process and can refer students for mental health services. Services are provided to students individually at their school site or via an online platform over the course of about eight sessions by district mental health counselors. The district's Mental Health Resources page, along with each secondary school's website, provides information for students and parents on how to access counseling services. In addition, due to stakeholder feedback additional counselors will be added at the elementary level to ensure counselor support at all elementary schools.

The district has partnered with community agencies to increase parent education and support opportunities. SVUSD and Mission Hospital recently collaborated on the development of a live webinar for parents titled "How to support the mental health and wellness of the whole family during a pandemic." The webinar provided parents with critical information on how to monitor their children's mental health and wellness, strategies for reducing stress and increasing structure and what school/community resources are available if there are mental health concerns. The webinar was posted on the district Mental Health Resources page for any parents and/or staff that were unable to watch the live presentation. Additional parent education opportunities will be offered over the course of the school year in an effort to increase needed parent resources and support during this challenging time.

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.]

Re-Engagement Matrix

When is a student considered absent? A student is absent when they **DO NOT** engage in at least **ONE** of the following activities:

1. Completion of an assignment
2. Completion of an assessment
3. Evidence of participation in an online learning platform or online activities
4. Contact between the student and school staff (e.g. teacher, aide) such as a Zoom meeting, synchronous learning attendance, Google Classroom messaging, email, etc.

Conversely, a student is considered present if they engage in any of the activities above for **ANY** amount of time.

General Attendance Engagement Strategies:

- Place information on marquees, in newsletters, social media, and any other form of contact to encourage attendance.
- Inform parents/guardians of how to contact the school regarding their child's absence.
- When speaking to families about attendance, focus on the whole child, including the connection with peers and social emotional learning, not just academics.
- Keep websites up to date with contact information and attendance expectations.
- Monitor students reporting technology issues and refer to Tech Services if needed.
- Messages should be provided in reporting language requested by the parent in AERIES.

Learning Continuity and Attendance Plan, 2020-21

The table below is guidance for when and what type of re-engagement strategies should be used based on number of absences:

Absence Number	Action-Elementary	Action-Secondary
Absence 1-2	<ul style="list-style-type: none"> ● Teacher to mark student absent ● Teacher or office staff to make an attempt to connect with parent/guardians via email, phone, etc. <ul style="list-style-type: none"> ○ Document attempts in AERIES Attendance Notes. ● Staff to utilize School Messenger Auto-caller. 	<ul style="list-style-type: none"> ● Teacher to mark student absent. ● Teacher or office staff should attempt to connect with student and parents/guardians via email, phone call, etc. <ul style="list-style-type: none"> ○ Document attempts in AERIES Attendance Notes. ● Staff to utilize School Messenger Auto-caller.
Absence 3 or 10 or more period absences	<ul style="list-style-type: none"> ● Teacher to mark student absent. <ul style="list-style-type: none"> ○ Continue to attempt to reengage student. Document in AERIES Attendance Notes. ● Designated office staff/Attendance Clerk to notify parent of absence using School Messenger Auto-caller. <ul style="list-style-type: none"> ○ Send Absent Letter 1 if three or more Unexcused Absences. <p>If this occurs in one week, reengagement strategies MUST be used:</p> <ul style="list-style-type: none"> ● Principal, AP, or other designated staff member to contact family to confirm contact information, troubleshoot issues, and make any needed referrals (see below for referral suggestions): <ul style="list-style-type: none"> ○ Does the student need tech assistance? ○ Is an SST meeting necessary to address learning, social emotional, or other concerns? ○ Is the student having health issues? 	<ul style="list-style-type: none"> ● Teacher to mark student absent. <ul style="list-style-type: none"> ○ Continue to attempt to reengage student. Document in AERIES Attendance Notes. ● Attendance clerk to notify parent of absence using School Messenger Auto-caller. <ul style="list-style-type: none"> ○ Send Absent Letter 1 if three or more Unexcused Absences/ 10 or more Unexcused period absences. <p>If this occurs in one week, reengagement strategies MUST be used:</p> <ul style="list-style-type: none"> ● AP or Guidance Counselor to contact family to confirm contact information, troubleshoot issues, and make any needed referrals (see below for referral suggestions): <ul style="list-style-type: none"> ○ Does the student need tech assistance? ○ Is an SST meeting necessary to address learning, social emotional, or other concerns? ○ Is the student having health issues? ● If student has an IEP, 504 plan, is McKinney

Learning Continuity and Attendance Plan, 2020-21

	<ul style="list-style-type: none"> ● If student has an IEP, 504 plan, is McKinney Vento, Foster Youth, or otherwise high risk, Principal or AP to reach out to student's school site team for supports. 	<p>Vento, Foster Youth, or otherwise high risk, Principal or AP to reach out to student's school site team for supports.</p>
<p>Absence 6 or 15 or more period absences</p>	<ul style="list-style-type: none"> ● Teacher to mark student absent. <ul style="list-style-type: none"> ○ Continue to attempt to reengage student. Document in AERIES Attendance Notes. ● Designated office staff/Attendance Clerk to notify parent of absence using School Messenger Auto-caller. <ul style="list-style-type: none"> ○ If absences are unexcused, send Absent Letter 2. ● Principal or AP to make contact parent/guardian to troubleshoot any issues if not already done. Refer to Reengagement Strategies and Referral document. <ul style="list-style-type: none"> ○ Consider returning to in-person learning if student has selected online learning only (does not apply during state mandated Distance Learning). ○ Convene an SST meeting. If student has an IEP or 504 plan, convene an IEP or 504 meeting. ● District Attorney Letter sent- (Unexcused/Unverified Absences)-Work with Student Services <p>If absences occur within one month:</p> <ul style="list-style-type: none"> ● Principal or AP to continue to work with family on addressing issues. Complete a home visit or have a School Resource Office 	<ul style="list-style-type: none"> ● Teacher to mark student absent <ul style="list-style-type: none"> ○ Continue to attempt to reengage student. Document in AERIES Attendance Notes. ● Attendance clerk to notify parent of absence using School Messenger Auto-caller. <ul style="list-style-type: none"> ○ If absences are unexcused, send Absent Letter 2. ● AP to make contact parent/guardian to troubleshoot any issues if not already done. Refer to Reengagement Strategies and Referral document. <ul style="list-style-type: none"> ○ Consider returning to in-person learning if student has selected online learning only (does not apply during state mandated Distance Learning). ○ Convene an SST meeting. If student has an IEP or 504 plan, convene an IEP or 504 meeting. ● District Attorney Letter sent (Unexcused/Unverified Absences)- Work with Student Services <p>If absences occur within one month:</p> <ul style="list-style-type: none"> ● AP to continue to work with family on addressing issues. Complete a home visit or have a School Resource Office (SRO)/OC Sheriff Department (OCSD) complete a

Learning Continuity and Attendance Plan, 2020-21

	(SRO)/OC Sheriff Department (OCSD) complete a wellness check. If student has an IEP, 504 plan, is McKinney Vento, Foster Youth, or otherwise high risk, principal/AP should complete home visit with SRO/OCSD.	wellness check. If student has an IEP, 504 plan, is McKinney Vento, Foster Youth, or otherwise high risk, principal/AP should complete home visit with SRO/OCSD.
Absence 10 or 20 or more period absences	<ul style="list-style-type: none"> ● Teacher to mark student absent ● Designated Office Staff/Attendance Clerk to notify parent/guardian of absences using School Messenger Auto-caller. <ul style="list-style-type: none"> ○ If absences are unexcused, send Absent Letter 3. ● Principal or AP to have parent and student sign attendance contract and informs them of the SARB process and requirement of a signed doctor's note for absences over 14 days. Inform family they must attend the DA (if not already completed) and will be referred to Student Attendance Review Board (SARB) if unexcused absences continue. 	<ul style="list-style-type: none"> ● Teacher to mark student absent ● Attendance Clerk to notify parent/guardian of absences using School Messenger Auto-caller. <ul style="list-style-type: none"> ○ If absences are unexcused, send Absent Letter 3. ● AP to have parent and student sign attendance contract and informs them of the SARB process and requirement of a signed doctor's note for absences over 14 days. Inform family they must attend the DA (if not already completed) and will be referred to Student Attendance Review Board (SARB) if unexcused absences continue.
Unexcused/Unverified Absence Beyond 10 days	<ul style="list-style-type: none"> ● Teacher to mark student absent ● Designated Office Staff to notify parent/guardian of absences using School Messenger Auto-caller. ● Principal or AP to complete SARB referral and send to Student Services. 	<ul style="list-style-type: none"> ● Teacher to mark student absent ● Attendance Clerk to notify parent/guardian of absences using School Messenger Auto-caller. ● AP to complete SARB referral and send to Student Services.

What is the difference between a **Wellness Visit** vs. a **Home Visit**?

- **Wellness Visit:** Visit to the home only by SRO/Law Enforcement at the request of the school.

Learning Continuity and Attendance Plan, 2020-21

- **Home Visit:** Visit to the home by an administrator and another staff member. SRO/Law Enforcement strongly encouraged for support. Home Visits are documented using the Home Visit form and uploaded in Stu Docs in AERIES and also documented in the Intervention screen. Home visits demonstrate stronger evidence of an intervention attempt by school.

What about tardies and period absences?

- Follow regular procedures for period absences.
- **Students will not be marked tardy.** Teachers can address tardiness in their classroom and by documenting the tardy in AERIES Attendance Notes.

Re-Engagement Strategies and Referrals

Area of Concern	Elementary	Secondary
Family Cannot Be Contacted (after multiple attempts using various modalities)	Principal can request a wellness visit from the SRO or OCSD or conduct a home visit. Student Services can be contacted for additional support or consultation.	AP can request a wellness visit from the SRO/OCSD or conduct a home visit. Student Services can be contacted for additional support or consultation.
Mental Health Concerns	Title 1 Schools: Contact your Title 1 Counselor All other elementaries: Contact Michelle O'Neill in Student Services SVUSD Mental Health Website	Contact the student's Guidance Specialist. SVUSD Mental Health Website
Parent is non-English Speaking	Contact your site's Bilingual Parent Advocate Liaison or the Services for English Learners Department at ext. 233347.	Contact your site's Bilingual Parent Advocate Liaison or the Services for English Learners Department at ext. 233347.
Technology/Internet Access Challenges	Contact the Tech Department or have parent contact Tech Department at (949) 855-4357 or email portalsupport@svusd.org	Contact the Tech Department or have parent contact Tech Department at (949) 855-4357 or email portalsupport@svusd.org



Learning Continuity and Attendance Plan, 2020-21

<p>Behavioral Challenges/School Refusal</p>	<ul style="list-style-type: none"> ● Discuss with parent strategies used at home and troubleshoot. ● Hold an SST/504/IEP to problem solve concerns and recommend interventions. ● Consult with School Psychologist, Title 1 Counselor, and/or SRO ● Parent Project ● Raise Foundation ● South County Family Resource Center 	<ul style="list-style-type: none"> ● Discuss with parent strategies used at home and troubleshoot. ● Hold an SST504//IEP to problem solve concerns and recommend interventions. ● Consult with School Psychologist, Guidance Specialist, and/or SRO ● Parent Project ● Raise Foundation ● South County Family Resource Center
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OCSD Dispatch: 949-770-6011

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.]

The District employed grab-and-go drive through meal service during the spring school dismissal period and summer vacation. Using the Seamless Summer Meal Program, meals (both breakfast and lunch) were provided for all children 18 years old and younger as well as special needs adults up to age 23. Meals were provided at multiple locations throughout the District using a grab-and-go distribution with children receiving both breakfast and lunch at the same time.

Nutritionally adequate meals, meeting all USDA guidelines, will be offered to all students participating in both in-person instruction and distance learning. Grab-and-go drive thru meal service (breakfast and lunch) will be provided 5 days per week at 7 locations across the district during distance learning. During hybrid, (in-person instruction) meals (breakfast and lunch) will be provided at each school site in the district. Elementary students will receive meals daily. Secondary students will receive 2-3 days worth of meals at a time, depending on their schedule, to cover the days they are at home doing virtual instruction. Students that continue with distance learning, rather than return for hybrid instruction, will receive their meals at a central location.

Additional communication has been made, by the Food Service department, to those families on the meal program encouraging pick up of meals at distribution sites. School sites with high free/reduced populations have also included information about the meal program in their weekly correspondence with their families. Families currently picking up meals have been encouraged by Food Service staff to spread the word to friends/neighbors.



Learning Continuity and Attendance Plan, 2020-21

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

Section	Description	Total Funds	Contributing
School Nutrition	Cost associated with meal distribution to all children ages 0-18	\$ 1,000,000	No
Staff Roles and Responsibilities	Additional costs involved with changes in classifications, job duties, and additional hours.	\$ 250,000	No
Mental Health & Social Emotional Well-Being	To support the mental health and social emotional needs at the elementary level, additional elementary counselors were added.	\$ 251,000	No



Learning Continuity and Attendance Plan, 2020-21

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
6.99%	\$ 15,464,876

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.]

Prior to the COVID-19 Pandemic, SVUSD student achievement data revealed a large achievement gap for English Learners, low-income students, foster youth, students with exceptional needs, and several ethnic groups including Hispanic and African American students. The spring 2020 emergency closure and the wide discrepancy in student experiences and environmental conditions that pre-existed in the student's home are also worth noting.

Our schools that served large populations of vulnerable student groups were the same schools that were furthest behind other non-Title I SVUSD's schools. This created an absolute moral imperative to ensure that our students in poverty, English Learners, and other significant groups were provided the best educational experiences and opportunities. Our Title I schools are often on the leading edge for innovation and piloting new materials, strategies, and case studies for system based approaches in preparation for full scale district wide implementation.

For example, one of the largest Title I schools had been using i-Ready to provide diagnostic assessment and intervention. Their experience served as a reference in creating a blueprint for priorities and practices to address learning loss during this pandemic. Knowing that strategies to address learning would need to focus on supporting English Learners, students in poverty, and students that struggle to meet academic standards, our planning to mitigate and address learning loss explicitly call out action steps that are grounded on research and best practices. For example, Universal Design for Learning, formative assessments to gauge student learning were intentionally integrated into all curriculum development for 2020-2021. Our guidelines for Distance Learning 2.0 shows a commitment in implementing targeted small group instruction, designated ELD, and other best practices to support struggling students. Instructional Coaches at our Title I schools were prioritized to maintain full time status, while other non-Title I Instructional Coaches were shared between school sites. The SV Reads initiative to focus on foundational reading skills for all students was rooted in the reading achievement gap for students in poverty and English Learners, and we're finding that these practices have been and can be beneficial for all SVUSD students.

Learning Continuity and Attendance Plan, 2020-21

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

Foster Youth - SVUSD is meeting its needs of our Foster Youth by continuing to have direct, targeted support from staff members at all levels. At the high school level, we have recently changed Intervention Counselors to Guidance Counselors to lower the counselor-student ratio. This has increased resources and services with caseload consists of at-risk or underserved students, with Foster Youth being one of these student groups. The Intervention Counselors are working with our District Foster Youth Liaison to ensure students are on track to graduate, ensuring AB 206 meetings are conducted and are accessing free meals, Chromebooks, and hotspots. Intervention Counselors are also meeting virtually with their students. At the Intermediate level, our Guidance Counselors are working directly with our District Foster Youth Liaison to ensure students have access to distance learning (Chromebooks and hotspots), meals, and are collaborating with the teachers to ensure their needs are being met academically, socially, and emotionally. Guidance Counselors are also meeting virtually with their students. At the elementary level, our Title I Elementary Counselors along with our site principals are working directly with our District Foster Youth Liaison in the same ways described above. Along with academic supports, mental health referrals and teletherapy have been ongoing throughout school dismissal to the present. SVUSD's relationship with Orange County Foster Youth services remains strong and communication is conducted on a near-weekly basis electronically and via telephone or videoconference regarding its students. Finally, the Student Services Department provides records in an expeditious manner to the Orange County Department of Education's Foster Youth Services throughout the year prior to any court appearances to show progress towards students' academic goals and to ensure students are on track for promotion to the next grade or are meeting the criteria for graduation from high school.

English Learners - The Department of Services for English Learners at Saddleback Valley Unified School District maintains its commitment to English Learners in providing equitable and meaningful access to content with appropriate support for language development. Through the creation of the English Language Development (ELD) Resource Site, teachers can access lesson plans and resources to use for both integrated and designated ELD. Weekly ELD office hours are hosted by the ELD instructional team for drop-in support as well as focused topics on all language domains. These learning sessions serve as training for teachers in learning environments as well as intentional lesson design to address academic language and content development in online learning platforms. Specialized training and weekly office hours are also provided to English Language (EL) instructional staff so that they can provide assistance in facilitating small group instruction during integrated and designated ELD. In the area of parent and community engagement, additional reach out efforts from Bilingual Parent Advocates and Community Liaisons were put in place to ensure that parents/families can access and navigate distance learning resources. These efforts include provision of Chromebook devices and wifi access at home as well as virtual English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings. Other programs that serve ELs such as our K-12 Two-Way Immersion (TWI) program as well as our preschool TWI program and Learning Links/School Readiness) have also provided guidance to teachers as well as families to access meaningful materials at home. Plans are underway to ensure that ELs have access to learning tasks as students continue to develop their language skills, with particular attention to newcomer students who will undoubtedly require intensified support as they acclimate to their new learning environment.

Low-income students - SVUSD funds eight elementary schools and one intermediate school with Title I funds. SVUSD has worked to ensure that all students have access to the core curriculum and opportunities to move learning forward. Unique to our Title I sites were provisions for all students in grades K-8 to have



Learning Continuity and Attendance Plan, 2020-21

access to their own Chromebook and a wifi hotspot in order to be able to access digital learning resources. Title I schools in SVUSD also have instructional coaches assigned to them full time, and as a result, teachers at Title I sites had full time coaching in order to support transition to distance and hybrid learning. The two Mental Health Counselors allocated to the Title I elementary sites were able to provide real time counseling and social emotional learning opportunities to each classroom as needed.