

**CAPISTRANO UNIFIED SCHOOL DISTRICT  
BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Chief Administrative Officer, Education and Support Services

Prepared by: Stacy Yogi, Executive Director, State and Federal Programs

Date: August 19, 2020

Board Item: Learning Continuity and Attendance Plan

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**HISTORY**

Senate Bill (SB) 98 established that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP are not required for the 2020–2021 school year and that the California Department of Education (CDE) shall not publish the California School Dashboard in December 2020 based on performance data on the state and local indicators. SB 98 supersedes the requirement to develop and adopt an LCAP by December 15, 2020, which was established by Executive Order N-56-20, which was published in April 2020.

SB 98 also separates the development and adoption of the Budget Overview for Parents from the development and adoption of the LCAP for the 2020–2021 school year. The legislation also requires that the Budget Overview for Parents be developed and adopted by December 15, 2020. The requirements to hold a separate public hearing and adoption at a public local governing board meeting consistent with California Education Code (EC) § 52064.1 of the Budget Overview for Parents remains.

SB 98 establishes California EC § 43509 and the Learning Continuity and Attendance Plan requirements for the 2020–2021 school year. The District is required to complete the Learning Continuity and Attendance Plan, in place of the LCAP, no later than September 30, 2020.

**BACKGROUND INFORMATION**

The Learning Continuity and Attendance Plan is a key part of the overall budget package for kindergarten – grade 12 (K-12) that seeks to address funding stability for schools while providing information at the Local Educational Agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020-2021 school year.

The Learning Continuity and Attendance Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle LCAP due December 15, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without

requiring 2 plans. The Learning Continuity and Attendance Plan replaces the LCAP for the 2020-2021 school year.

The Learning Continuity and Attendance Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity and Attendance Plan is completed in the beginning of the 2020-2021 school year. Additionally, the timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020-2021 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

The LEA governing board is required to adopt the Learning Continuity and Attendance Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day, as the public hearing. Not later than 5 days after the local governing board adopts the Learning Continuity Plan, the governing board of a school district must file the plan with its county superintendent of schools. Charter schools shall submit the Learning Continuity Plan to its chartering authority and the County Office of Education.

LEAs must prominently post the Learning Continuity Plan on the homepage of the LEA's website, consistent with the LCAP posting requirements.

## **CURRENT CONSIDERATIONS**

The Learning Continuity and Attendance Plan memorializes the planning process for the 2020-2021 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students.

Stakeholders including principals, District English Learner Advisory Committee (DELAC), LCAP Parent Advisory Committee, representatives from California School Employees Association, Capistrano Unified Education Association, Capistrano Unified Council Parent Teacher Student Association, Community Advisory Committee, and high school students reviewed the plan and had the opportunity to provide input in writing and verbally during virtual meetings held on August 12 and 13, 2020.

Staff will make revisions based on input and bring forward a final plan for approval at the September 23, 2020 Board meeting.

## **FINANCIAL IMPLICATIONS**

There is no financial impact.

## **STAFF RECOMMENDATION**

It is recommended the Board President recognize Susan Holliday, Chief Administrative Officer, Education and Support Services, to present this item and answer any questions Trustees may have. This is an information item only and no Board action is necessary.

**PREPARED BY:** Stacy Yogi, Executive Director, State and Federal Programs

**APPROVED BY:** Susan Holliday, Chief Administrative Officer, Education and Support Services

# Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Capistrano Unified School District	Kirsten M. Vital Superintendent	superintendent@capousd.org (949) 234-9203

## 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. On March 24, 2020, teachers officially began distance learning as an emergency, temporary measure to continue schooling. Distance learning continued until the end of the school year on June 4, 2020. Staff have received ongoing updates and guidance from State and local agencies over the past few months and have worked to prepare for a safe and successful fall reopening with a plan that is comprehensive, flexible, and embraces the values of the community.

## Stakeholder Engagement

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

Working with the Superintendent, the Chief Academic Officer and Assistant Superintendent, Secondary Schools formed two teams of District leaders and employees to provide input and guidance for the Reopening Schools plan: the “Lead” Team and the “Logistics” Team. The Lead Team included District and site leaders, with representatives of all District departments, elementary and secondary schools, Capistrano Unified Education Association (CUEA), and California School Employees Association (CSEA). The second team, known as the Logistics Team, was a comprehensive group of technical experts who worked closely with the Lead Team to address the key areas of the plan. The Logistics Team was made up of stakeholders and representatives of all departments, schools, CUEA and CSEA. The teams met over 25 times since mid-May and invested a significant number of hours in meetings and planning sessions.

On May 22, 2020, a survey in English and Spanish was sent to District families to get feedback on their experiences with distance learning, as well as their input regarding the reopening of school in the fall. A total of 24,911 responses were received. The input was carefully

considered in developing a reopening plan that addresses concerns expressed and embraces community values by emphasizing rigor, consistency, flexibility, student engagement, and increased mental health and emotional support.

<sup>5</sup> On June 4, 2020, all certificated staff were encouraged to complete a Reopening of Schools Survey. Over 1,275 teachers provided feedback regarding strengths and challenges of the past school closure and distance learning experience, as well as insight into core values for the Reopening Plan.

The Reopening Teams reviewed multiple options and models and solicited teacher and administrator feedback through two surveys when considering an online curriculum that effectively meets expectations. With the core values of rigor, engagement, consistency, and flexibility as guidance, the teams considered different approaches to an online curriculum for both elementary and secondary that will provide a quality educational experience for all students, including those who require additional support to be successful.

In July, staff held meetings with the Community Advisory Committee (CAC) for feedback sessions. Based on the input from those sessions, a parent forum was held on July 29 for staff to share information on the reopening plan for special education on campus and online programs. Staff received parent input and questions ahead of the forum and answered questions during the forum. As a result, a Frequently Asked Questions (FAQ) document was developed.

When developing the Learning Continuity and Attendance Plan, a draft was shared with stakeholders including the Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC) and representatives from CUEA, CSEA, Capistrano Unified Council Parent Teacher Student Association (CUCPTSA), Community Advisory Committee (CAC), Principals, and students. Stakeholders were able to provide written feedback and questions or attend virtual meetings held at various times on three different dates to provide verbal feedback and ask questions. Spanish translation and interpretation was available at the DELAC engagement meeting.

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

Opportunities are provided for the public to submit their comments during the live stream of board meetings and through a Google form. Board agendas and directions to participate are sent to all District families prior to board meetings in both English and Spanish.

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

The 1,275 certificated employees' responses included:  
Teachers will need to be fully trained and prepared to deliver the curriculum on Opening Day  
64.8% would appreciate summer professional learning opportunities  
94.1% of elementary teachers agree that August 13 Professional Learning Day should be used for training specific to reopening schools  
97.9% of secondary teachers agree that the November 2 Professional Learning Day should be moved to August 13 to receive training specific to reopening schools  
Ongoing communication with families and schools is critical to success  
90% feel that clear expectations to students and families for completing work from home is critical

The 24,911 parent responses included:  
50% of elementary school, 40.4% of middle school, and 36.6% of high school parents reported that they Agree and 26% of elementary school, 31.3% of middle school, and 31.7% of high school parents Somewhat Agree that the school did an effective job of implementing distance learning.

57.9% of elementary school, 29.7% of middle school, and 21% of high school parents reported that generally speaking, interaction with the teacher occurred Regularly (Everyday) and 15.1% of elementary school, 30.7% of middle school, and 33% of high school parents reported that generally speaking, interaction with the teacher occurred Somewhat Regularly (3-4 days per week).  
82% of elementary school, 86% of middle school, and 88% of high school parents reported that if in the fall schools were unable to have students back in the traditional format but rather provided a hybrid model where students are on campus 2-3 days a week and learning online the remaining days, their preference would be the hybrid model vs preferring to have their child 100% online or home school model.  
43% of elementary school, 22% of middle school, and 13% of high school parents reported that if in the fall, schools were unable to bring back students in the traditional format, but were required to provide a hybrid model in which students were only on campus 2-3 days per week, they would have a need for child care on the days their child was not attending school on campus (even if child care was provided at another school).

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

Staff worked to design a Reopening Schools Plan that reflects educational excellence, stakeholder input and adherence with state and county guidelines. The Plan has four critical components: (1) proactive and responsive health and safety measures for students, families, and staff, (2) a “commitment to excellence” in curriculum and instruction which provides options and flexibility to students and families, and differentiates support for all learners through strong educational programs and learning opportunities, (3) strong emphasis and integration of mental health and emotional support, social emotional learning, and cultural diversity, and (4) innovative “on campus” learning models to be implemented when Orange County meets the California Department of Public Health criteria for reopening, and with Board approval; and online learning that features academic rigor, consistency, and engaging educational experiences for all students.

# 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.]

The District is committed to returning to the traditional school format prior to COVID-19 as soon as conditions and guidelines allow. On July 17, 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. The District will reopen classrooms and campuses when the updated guidelines allow for school's to safely do so.

The Reopening Schools Plan includes options for flexibility and innovation so that the District can provide families with different options for their child. Program format flexibility, one of the District core values, is important because it would allow the District to adjust to a traditional learning model as soon as Stage 4 is achieved and the County guidelines are adjusted.

The Reopening Schools Plan is aligned with the District's theory of action, which targets literacy and mathematics for all students grades K-12 through effective first instruction, initial and ongoing assessment, and responsive and personalized intervention. Training and resources provided to staff on specific key areas of focus supports the accountability to implement the instructional practices and strategies articulated in the training sessions. This coupled with the continued implementation and focus on Professional Learning Communities principles and practices will address learning loss and lead to increased student outcomes for all students. Site administrators will continue to regularly monitor and provide feedback to teachers. Staff training and support will focus on health and safety, assessment, English language development for English learners, literacy and math intervention, specific strategies for hybrid and online learning, social emotional learning, trauma informed practices, cultural proficiency and implicit bias, college and career readiness (especially for juniors and seniors) and professional learning communities.

Staff studied multiple models and, based upon important feedback from the Reopening Teams, parents, and the District survey results, the following program options were identified:

### Grades K-5 Program Options:

Program A: 100% on-campus learning (50% with teacher; 50% extended learning with supervisor)

Program B: 50% on-campus learning (50% with teacher; 50% independent learning at home)

Program C: 100% online learning (daily live instruction with teacher)

All options include lessons in Canvas learning management system using the adopted curriculum.

**Extended Learning:** In the May 2020 parent survey, 47% of parents of elementary students shared that they would have a need for childcare. Having students in school daily provides students the maximum educational benefit possible in addition to enabling families to know that their children are being safely supervised during the time that they are in school. Many families rely on childcare due to work schedules, and this will continue to be provided to families by District partners such as the YMCA. In addition, elementary schools will provide supervised

Independent study, described as “extended learning,” for families who are unable to access childcare. The extended learning staff member works under the direction of the teacher and provides structured learning time that reinforces the teacher’s direct instruction. Extended learning may also include other enrichment activities such as structured physical education, music, and art.

#### <sup>of 20</sup>**G**rades 6-12 Program Options:

Program A: 50% on-campus learning and 50% online independent learning

Program B: 100% online with daily live instruction and online independent learning

Both options include APEX, UC Scout, and CUSD created modules provided in the Canvas learning management system

In Program A, students will be on campus 2 1/2 days per week with the remainder of their academic time spent in online study or home supplementary activities. In Program B, a 100% online learning program will allow families to use the same established and proven curriculum. Though the curricula used in the two program choices are designed for home use, they are not homeschool curricula. While an adult at home must make sure that students (particularly younger students) are completing the lessons, parents will not be required to teach. Trained teachers will teach students using the online curriculum. The 100% on-campus learning model is not available for middle and high schools due to lack of sufficient classroom space to house smaller groups of students as required in Stage 2.

**P**reschool: Preschool students will participate in an online learning program until the District opens in-person instruction. Students will then attend school in groups of 8 with a maximum capacity of 16 in a classroom. Both fee and state programs will be operational. Instruction will be provided in a 3-hour session as 2, 3, and 5 day a week programs, AM or PM, depending on fee or state offerings. Student cohorts will be separate and will not include overlapping of the sessions in order to maintain small groups of students and distancing. Staff are developing Pre-K online modules in Canvas that will be available for the 100% online portion during closure. The preschool program uses a curriculum model that addresses state standards for learning with the use of “Big Day” as a curriculum resource.

**T**ransitional Kindergarten: Transitional Kindergarten students will participate in an online learning program until the District opens in-person learning. Students will then attend school five days per week in an AM/PM model led by a classroom teacher with a maximum group size of 16. The AM and PM sessions will be separate and will not include overlapping of the sessions in order to maintain small groups of students and distancing. Students will receive 3 hours of instruction daily, with 2.5 hours per day in the classroom and a half an hour of online extended learning. The state requirement for daily instructional time in Transitional Kindergarten is 3 hours. For the online instructional component, teachers are developing Transitional Kindergarten grade level modules in Canvas for the daily 30 minutes online and for 100% online learning during the District’s closure. The Transitional Kindergarten program uses a curriculum model that addresses state standards for learning with the use of “Big Day” as a curriculum resource.

All schools are prepared to return to a normal schedule if and when the health and safety guidelines can be met. At the elementary level, students would resume full day classes with their current teacher. At middle school, students would receive new schedules to reflect the addition of physical education. Middle school students would maintain the same courses, but could potentially have some changes in teachers. At high school, students would receive new schedules to reflect physical education and potentially other courses being added back into their schedules. High school students would maintain the same courses, but would likely experience some changes in teachers. With the use of Apex learning, Scout, and District-created classes, pacing for all courses will be aligned to allow for smooth transitions to a different teacher.

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

Description	Total Funds	Contributing
Summer school intervention at Carl Hankey and San Juan Elementary Schools and Capistrano Valley High School	\$40,000	No
Equipment and supplies for Health and Safety Guidelines (personal protective equipment, thermometers, hand washing sinks, cleaning supplies, HVAC filters, tape)	\$1.3 mil.	No
Outdoor classroom furniture and materials (shade structures, tables, chairs, rolling white boards)	\$765,000	No
Staff needed for Extended Learning	\$4.5 mil.	No
Outdoor wireless capability and drops at all elementary sites	\$215,000	No

EXHIBIT #42 - REVISED

## **Distance Learning Program**

### **Continuity of Instruction**

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

The Canvas Learning Management System is a cloud-based system that will be used in grades K-12. The Canvas platform offers user-friendly functionality for online learning including standards-based grade books, customizable student assessments, course content authoring, mobile communication and more. Canvas allows educators to customize courses and monitor engagement with classes or

Individual students. Canvas also offers native mobile apps for iOS (Apple) and Android devices, allowing educators, students and parents to view key information, share and receive updates, or submit results from anywhere at any time.

Courses were created inside of Canvas for each grade level kindergarten through fifth grade in English language arts, English Language Development, math, science, history social science, physical education, music, and social emotional learning using the District adopted and standards aligned curriculum. Online courses were also developed for Mandarin and Spanish Immersion programs.

Secondary teachers will be utilizing a combination of District developed online curriculum and online curriculum developed by Apex Learning and UC Scout, including over 130 courses, Advancement Via Individual Determination (AVID), English Language Development, and language immersion. The courses are designed so that students can engage in learning independently while being supported through daily interaction with a teacher. This will enable teachers to focus on more interactive activities when students are in attendance with them at school or during live instruction online.

## 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.]

Last spring during school closure, approximately 6,000 chromebooks and over 500 hotspots were provided to families who needed them. In order to ensure that every student has access to online curriculum and learning resources, additional Chromebooks were purchased so that every student in grades K-12 has access to their own device. The devices were distributed on a “need-based” checkout system at sites at the beginning of the year in a drive-by or appointment setting. Additional Chromebooks will be delivered to school sites for distribution to students once configured by November 2020.

## 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.]

Students will be assessed early in order to determine instructional levels and identify strengths and performance gaps. At the elementary level, all students will take the Dynamic Indicators of Basic Early Literacy Skills, version #8 (DIBELS 8), which is a universal screener that measures literacy performance. Students scoring at strategic and intensive levels will receive small group intervention and support during the school day in order to improve their literacy skills and close learning gaps caused by the school closure in the Spring. The progress of these students will also be continuously monitored using DIBELS “Progress Monitoring” assessments given every 2-3 weeks. Also at the elementary level, all students will take Curriculum Associates “i-Ready” Math Diagnostic. This assessment will be provided to all students at the start of the year. Data from the assessment will also be used to determine learning gaps that need to be addressed through whole class, small group, and individual instruction and intervention. Both DIBELS and i-Ready will be given to students three times in the year (Beginning of Year, Middle of Year, End of Year) to consistently monitor student performance and progress. This data will be analyzed at the team, site, and district level to determine next steps to support improved outcomes. Teachers will also determine and give common formative assessments (CFAs) in cycles of instruction every 4-6 weeks based on key priority standards. This data is used to support teams as they clarify what students know and are able to do and where intervention needs to be provided.

At the Secondary level, as above, teachers will use common formative assessments to determine how students are performing and what learning gaps exist. Teachers will meet regularly with department teams to review the CFAs and use it to inform changes to the instructional program/delivery, as well as determine those students needing intervention. Secondary schools have built in tutorial times into their daily schedules where teachers will conduct office hours, work with students on interventions, and offer re-teaching when needed to provide targeted intervention to students below standard or who are currently struggling in their classes. TK-12 student participation and pupil work will be measured with Canvas.

## 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.]

A new curriculum requires approximately 4-6 hours of training for teachers through online modules. In addition to initial training to learn about the new curriculum, further training was provided by District staff to show how the online curriculum can be supplemented with current curriculum, how the new curriculum can be augmented with face to face instruction, and continued reinforcement of best practices for online and in class blended instructional practices. To support teachers' competency with online teaching strategies, staff developed a series of four professional learning modules based on the National Standards for Quality Online Learning. The modules are Organizing, Content, Instructor-Learner Interaction, Learner-Learner Interaction, and Assessing Learning. All modules were available to teachers during the summer Professional Learning Academy and will also be available in the fall.

Kindergarten through grade 5 teachers had two options in receiving Canvas Learning Management System basic training and grade level specific curriculum in Canvas training. They attended the Professional Learning Academy virtual training during the week of August 3-7, 2020 for pay or they were required to watch recordings of these trainings on August 13, 2020.

Training was offered to all secondary teachers in the new resources, Canvas, Apex and UC Scout. In addition, secondary teachers received content area Canvas overviews delivered by the District curriculum development team at the August Professional Learning Academy. Overview courses were recorded for teacher access and site content area team needs. All course overviews and Apex training were recorded and provided to all staff for ongoing professional development. In addition, all District curriculum development teams shared video recording tutorials to content teams to support site collaboration and comfort with District developed curriculum. In addition to training to learn about the new curriculum and Canvas, training was provided to reinforce best practices for online and in class blended instructional practices at the beginner and intermediate levels for teachers to learn new strategies that increase student engagement, provide more effective teacher feedback, and utilize additional online educational resources through Google. All teacher advisors for the English learner program were trained on the Ellevation platform. Ellevation houses data such as Smarter Balanced and English Language Proficiency Assessments and student grades for all students who are English learners. Access to this data in this format will support teachers and administrators with appropriate placement and the monitoring of English learner progress. English learner teacher advisors will train teachers at their site.

## Staff Roles and Responsibilities

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

All staff will adhere to safety and health practices and procedures related to:

- physical distancing, limiting gatherings, and minimizing contact
- proactive measures and appropriate response for illness and COVID-19 cases
- personal protective equipment, cleaning, and sanitation

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**Staffing Reassignments:** In order to realize the core value of returning elementary students to school with 100% On-Campus Learning (Program A), reassignment of both certificated and classified staff is required to meet the need for Extended Learning options in elementary schools. As previously referenced, teachers, paraeducators, and other staff would be temporarily reassigned to provide activities and support for students who participate in the full day option on elementary school campuses. This could involve fitness, art, music, mindfulness, and small group counseling activities to help the youngest and most vulnerable students have access to increased support.

## 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.]

Designated English language development lessons were created for grades K-5 using the curriculum adopted at each grade level. Embedded within each week's English language arts modules, teachers will find designated ELD lessons needed for weekly instruction. Lessons include both synchronous and asynchronous instruction. Units for middle and high school ELD courses have also been developed within Canvas which utilize the adopted curriculum for each level. Staff will continue to provide supplemental support to students who are English learners and their families through a variety of methods including translations of important District and school messages in Spanish and Farsi by email and phone, contracting with a one-on-one tutoring provider for newcomers and English learners needing additional support, and contracting with Rosetta Stone for newcomer English learners in grades 6-12 to support reading, writing, and speaking English. Newcomers in grades 2-5 will continue to be offered the Imagine Learning electronic learning program for language support.

School counselors will continue to check-in with each foster youth student to offer support and assess their need for things such as a Chromebook, hot spot, tutoring assistance, and counseling.

All special education programs and related services are available both on campus and online:  
All special education families will have the same choices for instruction as their general education peers.  
Secondary students in specialized programs will have the additional option of being on campus full time, in order to meet the requirements of their IEP. This would occur when in person learning is allowed.  
All students in specialized programs attending 100% on campus will follow a similar schedule as their general education peers.

Secondary students in specialized programs will have the additional option to remain on campus in lieu of their virtual independent learning support time as well as the days they would be off track. The students who remain on campus will be those who's IEP services and minutes reflect a need to be on campus full time.

If a parent is requesting less time on campus than their child's IEP reflects, an IEP meeting will need to be held to discuss the change in services.

### <sup>13</sup>Specialized Academic Instruction:

Students who attend 100% online will receive specialized academic instruction virtually in accordance with their IEPs. For students who attend Language Lab for support, every effort will be made to deliver support services during extended learning time. Students who attend 50% on campus and 50% online will receive specialized academic instruction in accordance with their IEPs; services could be in person or virtually depending on goals, service environment, and other factors which will be discussed with parents. Students who attend 100% on campus will receive specialized academic instruction on campus in accordance with their EPs, goals, and service environment.

Related Services (speech, occupational therapy, and adaptive P.E.) will be provided both on campus and online in preschool, grades TK-12, and Adult Transition Program.

Additional support will be provided to school psychologists, speech and language pathologists, and education specialists so that they are able to provide Special Education assessments to students whose assessments were paused during closure. Individualized Education Plan (IEP) meetings will be scheduled early in the school year with families to review assessment data and ensure that goals and services are appropriate to accommodate changing student learning needs.

IEP teams will meet to review new assessment data and determine if their student experiences regression, or loss of learning and lack of progress on goals, during distance learning. Staff is developing make-up service and intervention options to be provided face to face, both during and after the school day, to the greatest extent possible as per physical distancing and gathering restrictions. With many special education services being delivered one on one or in small groups, distancing and gathering restrictions are not as limiting as they are for general education classrooms; however, some students with more significant disabilities may not be able to attend on campus learning due to health concerns.

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

Description	Total Funds	Contributing
Chromebooks	\$5.9 mil	No
Teacher additional assignment hours to build online curriculum	\$401,355	No
Canvas Learning Management System	\$227,370	No

Description	Total Funds	Contributing
Electronic learning (iStation English and Spanish for Spanish language immersion elementary; InThinking for International Baccalaureate; Dreambox, APEX)	\$274,237	No
Assessment teams for special education assessments	\$180,000	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.]

To ensure that all students have a strong foundation in math and reading, a renewed focus on fundamentals will focus on instruction that prioritizes literacy and numeracy in kindergarten through fifth grade. Master scheduling in middle and high schools will emphasize the core content areas of math, language arts, science and social science while continuing to offer engaging electives that provide career pathways with a focus on opportunities and services for juniors and seniors. With class sizes reduced by half, there is a significant opportunity for teachers to differentiate and personalize support for students who need additional intervention.

Staff will work closely with site programs to ensure that teachers develop assessment strategies to ascertain the content area and skill proficiency of students. Diagnostic assessments will be given to students to identify current strengths, weaknesses, knowledge and skills prior to instruction. Results will provide an important snapshot of information to help individualize instruction. To the greatest extent possible, District benchmark testing including i-Ready, DIBELS, English Language Arts Common Interim Assessments, History Social Science Document Based Question assessments will be completed earlier in the school year to provide additional data to help staff understand each student's specific learning needs to provide needed support.

## 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.]

Due to closures and the loss of instructional time students experienced, the school year will emphasize the priority standards (standards that are essential for students to master) that teachers in their Professional Learning Communities (PLC) have identified, and to focus their

assessment and intervention efforts on those areas. Sites will continue to develop systematic approaches to support students with targeted intervention and extension activities based on assessment data. Staff have scheduled release days or additional assignment hours to provide time for teachers to develop these systems. Teachers will continue to be required to support students' individual needs within their own classroom setting and sites will use traditional supports that are provided at sites, including tutoring and established tutorial time that is part of the instructional day. Additionally, if restrictions permit, students who need additional support will be provided increased time on campus for in person support. At elementary schools, in both online and on campus learning, teachers will still be required to provide small group intervention for students not meeting standards and students who need instruction in English language development.

Additional support will be provided to school psychologists, speech and language pathologists, and education specialists so that they are able to provide Special Education assessments to students whose assessments were paused during closure. Individualized Education Plan (IEP) meetings will be scheduled early in the school year with families to review assessment data and ensure that goals and services are appropriate to accommodate changing student learning needs.

IEP teams will meet to review new assessment data and determine if their student experiences regression, or loss of learning and lack of progress on goals, during distance learning. Staff is developing make-up service and intervention options to be provided face to face, both during and after the school day, to the greatest extent possible as per physical distancing and gathering restrictions. With many special education services being delivered one on one or in small groups, distancing and gathering restrictions are not as limiting as they are for general education classrooms; however, some students with more significant disabilities may not be able to attend on campus learning due to health concerns.

### **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.]

Assessment data including DIBELS 8, iReady and common formative assessments will be conducted at various times throughout the year and analyzed to determine if the services and supports are effective at improving student learning and outcomes. Staff will monitor and intervene individually, in small groups, and in large groups with additional supports based on the results of the data and needs of the students.

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

Description	Total Funds	Contributing No
Elementary summer intervention distance learning program at all sites	\$127,245	
High school credit recovery program	\$424,100	No
Parent outreach calls to confirm program choice for fall	\$15,000	No

Description	Total Funds	Contributing
Curriculum Associates iReady	\$364,149	No
Second Step social emotional learning	\$6,599	No

## 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.]

The mental health and social emotional learning (SEL) plan is guided by the work of the District's SEL Guiding Coalition. Formed in the fall of 2019, the Guiding Coalition is a committee of certificated staff, classified staff, and District and site level management. The findings of the spring 2020 parent survey, and the recommendations of the coalition, have provided strong guidance to the Reopening School Plan:

- Mental Health Support for Students and Staff: All staff will be trained on how to identify students struggling with trauma and refer them to mental health professionals for additional support. District administrators were trained on July 22, 2020 in social emotional learning and emotional support strategies that will be used to support both their staff and students. The training included an overview of the social emotional competencies that align with the curriculum and work of the school counselors, and an initial focus on self-awareness techniques. Teachers received training during the Professional Learning Academy in social emotional learning, mindfulness strategies, and trauma informed resiliency.

- Training for Staff and Parents regarding Social Emotional Support and Learning Strategies: To build capacity with social emotional learning, staff will be providing on-going professional learning district-wide for management, certificated and classified staff throughout the school year starting with the summer professional learning academy. The professional learning will focus on trauma-informed practices, self-awareness, mindfulness, signature social emotional learning practices to build relationships and implicit bias. These core competencies are aligned with the major student competencies that will be taught via self-paced lessons for students district-wide. The core competencies include emotion regulation, empathy, skills for learning, social justice, and bully prevention. Since parents and guardians play such an important role in the lives of students, it is essential that they acquire the SEL competencies to support their children. Various parent workshops will be offered for parents on self-awareness, self management, anxiety and social justice.

Elementary school topics include Emotion Regulation (Second Step), Skills for Learning (Second Step), Empathy (Second Step), Multiculturalism/Social Justice (Counselor Created), and Bully Prevention Lesson (Second Step).

Middle School topics include Schedule and Time Management (Counselor Created), Anxiety (Second Step), Building Community & Combating Hate (Counselor Created), Motivation (Second Step), and Anti-Bullying (Second Step).

High School topics include Diversity and Multicultural Awareness, Mental Health: Burnout, Red Flags, When to Ask for Help, Mental Health: Anxiety and How to Cope, Stress Management, College and Career Exploration (9, 10), and Building a College List & FAFSA (11, 12).

Parent Workshop topics include Self Awareness and Self Management, Social Justice, and Anxiety/ How to Address School Refusal.

## Pupil 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.]

Teachers will take students' attendance and participation under distance learning as well when in-person instruction is allowed. Teachers will mark each student present or absent during the synchronous session. Attendance clerks will call to verify absences and will make any adjustments to codes in Aeries. To prevent disengagement, if a student is absent from distance learning for more than three school days in a week, staff will conduct outreach and engagement strategies such as calls to intervene and attempt to resolve any connectivity or determine if the absences are health related. Schools will ensure that students and families have the devices and connectivity necessary to participate in distance learning. Outreach activities will ensure for students not consistently engaged in learning activities. Schools will use Tier I interventions to create positive attendance practices through positive messaging and incentive/recognition attendance programs. For those students struggling with positive attendance, schools will contact parents and students to discuss attendance issues through phone, email and home visits/welfare checks, if needed and per health and safety guidelines. Should attendance issues continue, Tier II interventions will be implemented including school site based meetings with parents and students, School Attendance Review Board (SARB) letters and Chronic Absence letters being sent to parents. Those students who continue non-engagement in instructional activities, would move to Tier III interventions which would include steps taken by the Orange County Truancy Response Program (TRP). These steps include attending a truancy District Attorney meeting, a SARB hearing and ultimately truancy court.

# 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.]

Meals (breakfast at designated schools and lunch) will be available to all pupils participating in both in-person instruction as well as online learning. Pupils qualifying for free or reduced-price meals will receive their meals for free. Pupils who do not qualify will be expected to pay for their meals. Note: The federal government is considering extending the universal meal waiver that was in place during the shutdown, through June 2021. This would allow for all school meals to be provided at no charge to all students.

In-person instruction - pupils getting a meal will go through the cafeteria service line to get their meal, then go to a designated eating area. There will be a hand washing or sanitizing station at the beginning of the line prior to entry. A limited number of pupils will be allowed in the serving line at a time to ensure proper physical distancing. Pupils must know their student identification number or come in groups by teacher for efficiency at point of service. Cashiers will distribute condiments, as well as utensils and napkins.

Online learning - pupils may pick up a pre-ordered meal kit to take home for the next day when they are not on campus. If a pupil is a 100% online learner, 5-day meal kits may be pre-ordered for pick up on Mondays at an assigned site. Pupils or parents picking up meals must know the student identification number at the point of service.

With the current plan to open school with 100% online learning, Food and Nutrition Services will provide meals to all students at 16 serving sites. Families can pick up their meals at any of the sites.

EXHIBIT #42 - REVISED

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

Section	Description	Total Funds	Contributing
N/A	Bus driver COVID training	\$100,000	No
N/A	8 additional small buses for physical distancing	\$860,000	No

Section	Description	Total Funds	Contributing
Stakeholder Engagement 19 of 20	Additional assignment hours for Lead and Logistics Team	\$155,000	No

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

Percentage to Increase or Improve Services 5.46%	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students \$21,141,103
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### 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.]

In order to ensure that every student has access to online curriculum and learning resources, additional Chromebooks were purchased so that every student in grades K-12 has access to their own device. By providing Chromebooks to every student, teaching and learning can easily shift from on campus to online in case of an increased surge of COVID-19. Additionally, elementary students can more easily access Canvas and reinforce classroom lessons during extended learning and students would not be required to share Chromebooks with others, thereby decreasing the amount of cleaning during the school day. Increasing Chromebook access for all students significantly enhances equitable outcomes for all students (including foster youth, English learners, and low-income students) through online instruction and increased access to internet resources.

School site staff were provided with additional assignment hours over the summer to contact families by phone who did not select a program choice online. This allowed for increased parent understanding of the options, engagement, and choice. Phone calls were made utilizing bilingual staff for families who speak Spanish.

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

Increased support to students who are English learners, including long-term English learners, is provided through supplemental English Language Development sections for secondary schools, English Language program operations, English learner testing assistants, and translation staff. Increased support for students who are low-income is provided through Advanced Placement and International Baccalaureate program support costs to increase access. Increased support for students who are foster youth are through interventions such as tutoring. Increased parent communication and support for English learners is done through parent and community outreach, parent education programs, translation, school site Bilingual Liaisons, childcare for English Learner parent meetings, and translation at District meetings. Additional funding will be allocated and spent on targeted services for English Learners, low-income, and foster youth (eg. transportation, bilingual position cost increases, ELD materials, and professional learning) to meet the effort for designated continued services, which is the minimum proportionality percentage.