

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

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.

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.

A variety of outreach efforts were implemented to support families with internet connectivity to increase engagement. Schools sent out automated calls, emails and text messages to determine if families needed a Chromebook, needed a replacement device and/or hotspot. Families were directed to contact the school office or email if they needed equipment. Times were established at each site for drive through pick up at staggered times by grade level. An additional 900 hotspots were purchased and distributed to support internet connectivity. Bilingual school liaisons, school and District Office staff also made phone calls to reach out to families to facilitate access to a device or internet connectivity.

When developing the Learning Continuity and Attendance Plan, a draft was shared with parent, staff and student stakeholder groups. Stakeholders were able to provide written feedback and questions or attend virtual meetings held at various times on four different dates to provide verbal feedback and ask questions:

August 11 - District English Learner Advisory Committee (DELAC); included Spanish translation and interpretation

August 12 and 13 - Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC), Capistrano Unified Education Association (CUEA), Capistrano School Employees Association (CSEA), Capistrano Unified Council Parent Teacher Student Association (CUCPTSA), Community Advisory Committee (CAC), Principals

August 25 - High school student representatives including Student Advisor to the Board, ASB Presidents, and Cultural Proficiency Task Force student members

To engage all staff and parents about the Reopening Plan, health and safety protocols and the elementary waiver process, three staff webinars and three parent webinars were held on September 9 and 10, 2020 to communicate and answer questions. The presentation was translated for Spanish speaking parents. An online form was available for questions and feedback comments for those who could not attend the webinar.

[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 livestream 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 (approximately 61%) 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 from May, 2020 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).

Additional parent feedback included that more teacher training is needed, additional surveying may be valuable, and IEP services need to be met. Student feedback included requesting that important information being sent to parents be also sent to students and a summary page in Canvas of grades for all courses. Classified Bargaining Unit feedback included additional professional learning is needed, additional information should be added about classified staff's changing roles and responsibilities, and support for students with unique needs and those who can't work independently on the computer. Trustee feedback included adding interventions such as SchoolWide Education Learning Lab (SWELL) tutorial and Extended School Year as interventions to support student who may be at risk for learning loss.

An Elementary Waiver Staff Survey and Parent Input Survey was distributed. When asked if there was support for submitting a waiver, results included:

Staff:

Yes: 52 (31.9%)

No: 111 (68.1%)

Parents:

Yes: 773 (61.35%)

No: 487 (38.65%)

The number of responses for both staff and parents is a small percentage of the total group.

Staff, especially representing secondary schools requested additional training with health and safety guidelines.

[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.

Additional teacher training was offered and students with special needs are prioritized in the first phase of return to on-campus learning. Secondary principals were reminded to include students in their communication messages and directions on how to access the summary page in Canvas with grades for all courses was distributed. Additional information was added regarding classified staff's roles and responsibilities that changed. Trustee intervention suggestions were included in the In-Person Instructional Offerings section. Additional Health and Safety Guidelines training was also offered.

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 August 28, 2020, Governor Newsom presented an updated framework called the "Blueprint for a Safer Economy". The Blueprint replaces the previous "County Monitoring List" and presents a four tiered system with each tier designated by a different color by risk level based on daily new cases per 100,000 and percentage of positive tests:

Purple Tier - Widespread

Red Tier - Substantial

Orange Tier - Moderate

Yellow Tier - Minimal

The County must be in the Red Tier to allow "in-person" instruction. Data is reviewed weekly and tiers are updated on Tuesdays. To move forward, a county must meet the next tier's criteria for two consecutive weeks. If a county's metrics worsen for two consecutive weeks, it will be assigned a more restrictive tier.

As soon as the District is in the Red Tier for 14 days, plus an additional five days for transition, the District will conduct a phased-in return to campus plan to make the process as smooth as possible and to focus on bringing back students in special education, with the most significant need, for "in-person" programs and services first. The next phases will occur as follows over a two-week period:

Preschool-Grade 1

Grades 2-3

Grades 4-5

Grades 6-8

Grades 9-12

The District will be pursuing an Elementary Waiver to be able to open for in-person instruction in the event Orange County doesn't meet the Red Tier criteria.

All Reopening Plan safety and health measures align with current CA Department of Public Health (CDPH) and Orange County Health Care Association (OCHCA) guidelines. As a public entity, the District is required to meet a standard of care for its students, and the CDPH and OCHCA guidance provides such a standard.

1. Distancing Inside and Outside of the Classroom - teacher and staff desks at least six feet away from student desks; student desks arranged to encourage distancing and removal of excess furniture; class size limited to approximately 16 students; utilization of outdoor space for activities where practicable; separated areas for physical education, recess and hand washing breaks; activities that require close contact or that would promote congregating are not permitted in-person; minimized movement of students and teachers and staff as much as

practicable through cohorts and block scheduling; minimizing congregate movement through signage, distance dots and arrows to direct traffic flow, seating and entrances and exits; limiting sharing of instructional materials and classroom areas

2. Personal Protective Equipment, Cleaning and Sensitization - facial coverings are required for all students (except under age 2) and staff; a procedure has been defined for families of students with IEPs who request accommodations; 118,000 cloth face coverings have been delivered to school sites so that every student and employee has two face coverings; disposable masks (2,578 boxes - 50 ct.) for food service workers, custodians, nurses, warehouse workers, and paraprofessionals who support students with significant disabilities; medical grade masks (12,039) for nurses, health assistants and paraprofessionals who provide specialized respiratory medical procedures; face shields for limited use; hand-washing stations (240) and hand sanitizer (2,700 gallons and 1,048 cases of 16.9 oz.); cleaning and disinfecting supplies

3. Proactive Measures and Appropriate Response for Illness and COVID-19 Cases - plexi-glass sneeze guards in classrooms, service offices, and extended learning indoor spaces; Parent Handbook and video to encourage appropriate hygiene and healthy habits (proper facial covering use, distancing, hand washing, symptom screening); Infographic describing the action steps and communication if a student or staff member tests positive or has symptoms of COVID-19; screening procedures for all staff and students entering school or District facilities

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 is one of the District core values.

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.

Grades 6-12 Program Options:

Program A: 40% on-campus learning and 60% online independent learning (Mondays virtual for all; Block scheduling with either a Tuesday/Thursday or Wednesday/Friday schedule)

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

Program enrollment for the various options at elementary schools was analyzed from data taken on August 27, 2020 and September 15, 2020:

Program A 100% on-campus option went from 10,548 students (60.6%) to 10,188 students (59.5%), which is a net decrease of 360 students (1.1%).

Program B 50% on-campus option went from 4,510 students (25.9%) to 4,518 students (26.4%), which is a net increase of 8 students (0.5%).

Program C 100% online option went from 2,340 students (13.4%) to 2,394 students (14.0%), which is a net increase of 54 students (0.6%).

Program enrollment for the two options at middle schools was analyzed from data taken on August 24, 2020 and September 15, 2020:

Program A 40% on-campus option went from 8,946 students (88.3%) to 8,238 students (83.2%), which is a net decrease of 708 students (5.1%).

Program B 100% online option went from 1,183 students (11.7%) to 1,653 students (16.7%), which is a net increase of 470 students (5%).

Program enrollment for the two options at high schools was analyzed from data taken on August 24, 2020 and September 15, 2020:

Program A 40% on-campus option went from 13,682 students (88.6%) to 12,387 students (81%), which is a net decrease of 1,295 students (7.6%).

Program B 100% online option went from 1,755 students (11.3%) to 2,908 students (19.0%), which is a net increase of 1,153 students (7.7%).

Self-contained special education programs including Structured Teaching Educating Prepared Students (STEPS) and Therapeutic Behavior Intervention Class (TBIC) will attend on campus five days per week, in their classrooms.

In Program A, students will be on campus 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.

Preschool: 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.

Transitional Kindergarten: Transitional Kindergarten students will participate in an online learning program until the District opens in-person learning. Students will then either attend school five days per week in an AM/PM model led by a classroom teacher with a maximum group size of 16 or 100% online. 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.

Interventions strategies to accelerate learning for students include small group instruction with Wonders and Benchmark intervention and iReady My Path materials for students who need additional support, Tutorial programs (eg. SchoolWide Education Learning Lab (SWELL) and enrichment tutorial, Extended School Year (ESY) for students with special needs, and middle school math support class for students needing support with 7th grade math that includes online intervention resources such as ST Math, Dreambox and Khan Academy.

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, UC 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

Description	Total Funds	Contributing
Equipment and supplies for Health and Safety Guidelines (personal protective equipment, thermometers, hand washing sinks, cleaning supplies, HVAC filters, tape)	\$1.7 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

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 preschool-grade 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 by a teacher. This will enable teachers to focus on 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. To determine need, schools sent out automated calls, emails and text messages to determine if families needed a Chromebook, needed a replacement device and/or hotspot. Families were directed to contact the office or email if they needed equipment. Times were established for drive through pick up at staggered times by grade level. The checkout documentation was recorded in the Aeries Student Information System. An additional 900 hotspots were purchased and distributed to support internet connectivity. Additional Chromebooks will be delivered to school sites for distribution to students once configured by November 2020.

Bilingual school liaisons and other staff conducted outreach through personal phone calls to families to ensure students had access to a device and internet connectivity.

Students experiencing homelessness in a hotel or motel or unsheltered were supported with individual outreach phone calls to assess needs including a device and internet connectivity. A local shelter was provided with five Chromebooks and one hotspot for internet connectivity to support students with access to distance learning.

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 with their teacher (with distancing protocols) 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.

The time value of work will be assigned by teachers within Canvas; the assignments posted in canvas will have an estimated value of time for the student to participate in or complete the work. Teachers can assign points to assignments to also determine the time value of the work. In addition, the District and all teachers, through the Canvas learning management system, can monitor and track the length of time each student is logged into the system and actively working on online assignments. These strategies will all be monitored to meet the instructional minute requirements.

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.

To provide additional technology support for the distance learning program, a total of 25 sessions (16 elementary, 8 secondary, 1 administrative) were provided from August 25-September 4, 2020 to support teachers, administrators, and staff with Canvas content, communication, integration with Google, grading and analytics.

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

Some of the roles and responsibilities that are new as a result of COVID-19 are:

Custodians - clean and disinfect frequently-touched surfaces (door handles, light switches, sink handles, bathroom surfaces, tables, student desks, chairs) within a school

Bus Drivers - clean and disinfect frequently-touched surfaces on school buses; take student temperatures with no-touch thermometer before students board bus

Teachers - take student temperatures with no-touch thermometer and clean and disinfect classroom areas between student groups

All Staff - take own temperature and self-screen for symptoms before leaving their home; no-touch thermometers also available on campus

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. Additional paraeducators were hired to support the Extended Learning program. For unfilled openings, teacher substitutes were hired to provide 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.

Students experiencing homelessness in a hotel or motel or unsheltered were supported with individual outreach phone calls to assess needs including a device and internet connectivity. A local shelter was provided with five Chromebooks and one hotspot for internet connectivity to support students with access to distance learning.

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.

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 IEPs, 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	\$8.4 mil	No
Teacher additional assignment hours to build online curriculum	\$528,000	No
Canvas Learning Management System	\$227,370	No
Electronic learning (iStation English and Spanish for Spanish language immersion elementary; InThinking for International Baccalaureate; Dreambox, APEX)	\$297,753	No
Assessment teams for special education assessments	\$180,000	No
Teacher substitute training in Canvas	\$46,000	No

Description	Total Funds	Contributing
Google Meet/Zoom safety training	\$75,000	No
Zoom enterprise license	\$60,000	No
Teacher substitutes for Distance Learning Extended Learning	\$155,530	No
Paraeducator training	\$90,000	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.

Secondary teachers will use formative assessments along with the unit assessments that accompany the adopted curriculum Inside and Edge to assess students to measure learning in English language development. Elementary teachers will use formative assessments along with the unit assessments that are found in the Wonders and Benchmark English language development curriculum to measure learning in English language development.

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 such as tutoring, tutorial time, and common formative assessments and reteaching. 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.

Supplemental supports will be provided for students who are English learners (increased monitoring, tutoring, electronic learning programs), foster youth (tutoring, counselor outreach), low-income (college and career readiness services), and homeless (individual outreach, tutoring, school supplies).

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
Elementary summer intervention distance learning program at all sites	\$127,245	No
High school credit recovery program	\$424,100	No
Parent outreach calls to confirm program choice for fall	\$16,000	No
Curriculum Associates iReady	\$364,149	No
Second Step social emotional learning	\$6,599	No
Additional hours for Social Emotional Learning Task Force	\$20,280	No
Social Express social emotional learning program	\$3,000	No
Special Education preschool supply kits	\$6,000	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.

The District will monitor and support the mental health of staff through site administrator communication and regular weekly meetings with representatives from Human Resource Services and labor leaders. Discussions will identify options such as change in assignment, location change, reduction in hours, and leaves for staff who are struggling.

The District will monitor and support the social and emotional well-being of staff by site administrator check-ins. Nurse Navigator Visits are also available to create a tailored plan for a healthy body, mind and spirit:

- An integrated health and well-being assessment
- A tailored care plan for overall health & well-being
- Guidance to find appropriate resources
- Motivation support and encouragement to help overcome obstacles
- Follow-up appointments (phone or in-person) to monitor progress

The resources provided to staff to address trauma and other impacts of COVID-19 include the Employee Assistance Program (help with depression, stress, substance abuse, child/elder care, and budget planning/debt management) and virtual courses such as the Coping with the Individual and Collective Experience of Trauma three-part series:

Part one focusing on better understanding the complex reactions in these trying and uncertain times, exploring individual reactions of stress, grief, and trauma present day, and how to better make sense of these interactions on the brain, body, and relationships.

Part two focusing on practical skills and techniques for managing the cumulative stress and trauma exploring ways in which we are adapting to a new sense of normal and how to learn adaptive management techniques in the face of ongoing uncertainty. Specific intervention techniques from an evidence-based perspective on how to better manage the daily and cumulative stress, ongoing grief, fear, and trauma.

Part three focusing on developing and strengthening the endurance and resilience needed to continue managing the long-term impact of the pandemic and other stressors.

The District will monitor and support the mental health of students with the following actions:

- School counselors will conduct a needs assessment to assess the needs of students and follow up with students that need support
- School counselors will also conduct a lesson for all students that includes an overview of their counseling services, how students can refer themselves and their peers using an online counseling referral
- The school counselors also include their contact information on their counseling website
- A parent letter was sent to all parents outlining the role of the counselor and how parents can reach the counselors and make referrals
- Staff was provided with an online counseling referral so they can refer students they are concerned about
- School counselors will also monitor the students' responses from the pre/post-test that will be completed by students after each social emotional learning lesson, to identify students who state concerning responses

The District will monitor and support the social and emotional well-being of students through the needs assessment/check-in form, counseling referrals, and staff and parent referrals. Staff will also monitor by reviewing the annual results of the CA Healthy Kids Survey.

The resources provided to students to address trauma and other impacts of COVID-19 include

- District-wide classroom lessons focusing on social-emotional learning
- School counselors will develop supplemental lessons that will be conducted based on the student needs that were identified from the needs assessment and counseling referral trends
- School counselors will also provide group and individual counseling for students who need additional support
- For students needing more intensive supports, school counselors will make outside counseling referrals
- Mental Health Resources posted on all school counselors websites

The Cultural Proficiency Task Force comprised of parents, high school students, classified, certificated and management staff representing elementary, middle and high schools and various departments will develop a three-year action plan to improve access, equity and inclusivity to improve student outcomes. The action plan will include cultural proficiency, restorative practices and implicit bias training, an Ethnic Studies pilot, and will be brought to the Board for approval in October, 2020.

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.]

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 synchronous and asynchronous learning. Attendance clerks will call to verify absences and will make any adjustments to codes in Aeries. To prevent disengagement, if a student is absent, staff will conduct outreach and engagement strategies such as calls to intervene (in Spanish, Farsi, or other languages if needed) 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 ensue for students not consistently engaged in learning activities. Schools will use Tier I interventions to create positive attendance practices through positive messaging and engagement and belonging 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 Counselor and classified staff mentoring, Student Success Team 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.

The following information outlines the Student Re-Engagement plan:

Absence 1-2

Teacher:

- Teachers take daily attendance for synchronous and asynchronous learning, completing by 4:30 pm each day
- Forward absence note to office staff/attendance clerk, if received.
- Attempt to contact student/family to determine reason for absence/check-in and offer assistance as needed, even if absence is excused. May enlist support of classified staff.
- Document contact and attempts to contact in Absence Notes in Aeries
- Refer to attendance clerk/front office if unable to make contact by Absence 2.

Office Staff/Attendance Clerk:

- Automatic attendance phone calls go to parents each night at 5:30 p.m. for absences and 6:30 p.m. for disengagement.
- Monitor email and Absence Phone Line to update attendance as required.
- Attempt to contact student/family to determine reason for absence. Check-in and offer assistance as needed, even if absence is excused.

Absence 3

Teacher:

- Mark student absent.
- Forward absence note to office staff/attendance clerk, if received.

Office Staff/Attendance Clerk:

- Automatic attendance phone calls go to parents each night at 5:30 p.m. for absences and 6:30 p.m. for disengagement.
- Monitor email and Absence Phone Line to update attendance as required.
- Contact parents who have not responded to teacher contact and students who continue to be absent to confirm contact information and offer assistance.
- Refer families as appropriate that require additional assistance and follow-up
- Send Absence Letter 1 (for unexcused absences)
- Document in Attendance Notes

Absence 4 and 5

Teacher:

- Mark student absent.
- Forward absence note to office staff/attendance clerk, if received.

Office Staff/Attendance Clerk:

- Robocall to parent/guardian notifying them of the absence
- Monitor email and Absence Phone Line to update attendance as required.

Administrator:

- Attempt to contact family using various modes of communication
- Assist family as required.
- If student has an IEP, 504 plan, is homeless, Foster Youth, or otherwise high risk, reach out to student's school site team for supports.
- If concerned about student safety, contact School Resource Officer to conduct a Welfare Check.
- Document attempts at contacting the family in the Attendance Notes in Aeries.
- If student/family has not responded to multiple attempts at contact, follow No Show procedures as appropriate.

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 will be available to all pupils participating in both in-person instruction as well as online learning. All pupils will receive their meals for free, per the USDA meal waiver extension, through December 2020.

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. A limited number of pupils will be allowed in the serving line at a time to ensure proper physical distancing. Cashiers will distribute condiments, as well as utensils and napkins.

Online learning - pupils may pick up a 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 picked up on Mondays at an assigned site.

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.

The District's Food and Nutrition Services, Transportation and Education and Support Services Departments teamed up to support families with transportation barriers or health conditions that prevent them from being able to access the meal pick-up locations by implementing a meal delivery program. A total of 182 students in the spring and 151 students this fall are receiving meals delivered to their front door by Food and Nutrition Services staff driven by District bus drivers.

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
Stakeholder Engagement	Additional assignment hours for Lead and Logistics Team	\$100,000	No
N/A	Classified staff additional assignment and overtime for secondary master scheduling and elementary office support for school opening	\$29,000	No

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
5.46%	\$21,141,103

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.