Travis Unified School District Learning Continuity and Attendance Plan Table of Contents

Deliver the most effective instruction possible while protecting the health of students and their families and the health of staff and their families.

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Impact of the pandemic on our community

The coronavirus has had a significant impact on California, Solano County, and the three communities we serve: Fairfield, Travis AFB, and Vacaville. Our local pandemic story begins in March.

In late December a new virus was identified in Wuhan, China and on January 11, a man in China died from this new disease. In late January, a man in Washington State became the first confirmed United States case. On January 23, Chinese authorities cut off access to Wuhan, a city with more than 11 million people. On January 30, the World Health Organization declared a global health emergency. In late February, Italy saw a major outbreak, followed by Iran. On February 29, Seattle had what was thought to be our country's first coronavirus death, but later, two earlier deaths on February 6 and 17 in Santa Clara County were found to have been caused by coronavirus. In early March, Travis AFB received Grand Princess cruise ship evacuees who were quarantined in the base hotel. On March 13, the President declared a national emergency, and we made the decision to close our schools, not knowing that the closure would last for the rest of the year. On March 19, Governor Newsom issued a stay at home order. On May 27, coronavirus deaths in the United States passed 100,000.

After restrictions on shelter in place were relaxed, more counties were moved to the watch list. Counties are placed on the watch list if there are a large number of new cases, too many people test positive, and large numbers of people are hospitalized. All communities in our county were affected. On August 1, there had been 3,611 cases in the county. In May, we thought it was likely that we would reopen schools in a hybrid model where students would attend one or two days per week. By mid-June, it was increasingly clear that was unlikely, and on July 14, our Board made the decision to begin the 2020-21 school year with distance learning. On July 17, Governor Newsom announced California Department of Public Health reopening criteria, which Solano County does not meet at this time.

Unemployment soared. A year ago, unemployment was 3.9 percent. In May, 2020, it was 14.4 percent. In June, unemployment was slightly better at 13.7 percent as businesses opened. The stress on our students, families, and staff because of these economic and health conditions is important to consider as we plan for the 2020-21 school year.

Planning for 2020-21: Stakeholder Engagement

Efforts to solicit stakeholder participation and feedback

This is a dynamic plan that will change as we learn more about best practices, listen to stakeholders, and have more academic performance data to better target interventions and catch-up instruction. The plan will also respond to changing health conditions, and new ideas about how to provide the best education possible given current circumstances.

To gather information to prepare for 2020-21, we launched surveys in the spring to provide us with continuous feedback from stakeholders about how distance learning was working. We developed the plan using summary data and comments from stakeholders as summarized below. Surveys were open until early June. We also held meetings specifically about this plan with the following groups: Superintendent's Parent Advisory Committee (8.5.2020), District English Language Advisory Committee (DELAC, 8.5.2020), and our two labor partners, TUTA (8.5.2020) and CSEA (8.5.2020).

Staff has also continuously shared information from interactions they have had with families, including families with less Internet connectivity and families speaking languages other than English. We took a wide variety of needs into account during the planning process, and value the information we received informally as much as that from our more formal stakeholder engagement processes. In addition, there was a great deal of communication with teachers and with our labor partners CSEA and TUTA during negotiations as we were creating our plan for 2020-21. On August 6, we held a school reopening plan informational meeting to answer questions about our plans and to gather input and feedback.

Survey information
Spring Distance Learning Surveys
- Elementary students = 390 responses
- Families = 1,031 responses
- LMS Teacher preferences = 191 responses
- Secondary students = 300 responses
- Staff = 54 responses
- Teachers = 192 responses
- Technology availability = 1,891 responses

Summer Reopening Surveys
- Families = 2,153 responses
- Staff = 375 responses

Meetings to review the draft plan
- August 5: District English learner Advisory Committee (DELAC)
- August 5: Superintendent's Parent Advisory Group
- August 5: Bargaining Unit CSEA
- August 5: Bargaining Unit TUTA
- August 6: School Reopening Plan Informational Meeting (parents and the community)

There were also multiple meetings with administrators and management staff about the various elements of the plan. All stakeholder feedback was considered, and specific ways it was included are listed below. Spring feedback shaped summer planning efforts and the selection of Google Classroom. We will continue to survey stakeholders throughout 2020-21, and continue to use this stakeholder feedback to improve the learning experience for students.

Remote participation options for public meetings and public hearings

Our plan was developed based on a great deal of stakeholder feedback as described in detail below. The plan was posted on the district website on August 7, 2020 for public review, and an email link was provided for comment. Public hearings are part of Board meetings, which are held virtually with telephonic and Zoom videoconference access for the public pursuant to Executive Order N-29-20 issued by California Governor Gavin Newsom on March 12, 2020. Zoom links and phone numbers are posted on the agenda on our website, and stakeholders can participate in the meeting and make public comment by phone or through Zoom. Recent high participation rates indicate these methods are effective for our community.

Fewer than 1% of our families have Internet connection challenges, and our student registration data shows all families have a phone, so these meetings are accessible to all. Bilingual staff communicate with families speaking language other than English (primarily Spanish) through individual outreach which is effective because fewer than 2.5% of our students are English learners. Translators and disability accommodations needed to participate in meetings are provided upon request. Interactive communication about distance learning and the needs of English learners also takes place at DELAC (District English learner Advisory Committee), where translation is also available.

Summary of feedback provided by specific stakeholder groups
Feedback from families

At the beginning of the school closure, we immediately surveyed families about their connection to technology: Internet access and devices. We found that about 87% of our families had both Internet access and a device or devices for their children to use. About 8% of our families had Internet access, but had too many students sharing the devices in the home. Another 4% had Internet access, but needed a device for their child, often because the family computer was being used by the parent to work from home. We had fewer than 1% of families needing Internet access or Internet access and a device.
Because giving a technology-based survey will miss people who are not connected, staff reached out by phone or home visits if we found students were not checking in to school to make sure we had addressed all technology barriers. We loaned about 600 devices to families to meet the needs above, with iPads for preschool through first grade, and laptops for 2nd through 12th grade.

In our distance learning survey, several themes emerged that shaped our plans. The top requests from families were to put all student assignments in one place instead of some assignments coming by email or other communication tools. Our elementary teachers gave all the assignments for the week at once, and secondary parents felt that was effective and requested that we do the same for middle and high school students. Families also requested more live teaching.

The top four tools named as being helpful were Zoom, Launchpad (single sign on solution), textbooks and workbooks, and Khan Academy Math. Anecdotal data shows families appreciated the distribution of breakfast and lunch for multiple days. Families also made public comment at Board meetings related to reopening plans, advocating for various positions and actions.

Feedback from students

Our elementary students, and parents responding on behalf of our youngest students, requested daily live Zoom classes and an increase in live teaching, clearly established times to get help from the teacher, and having a single place for assignments. They found Launchpad, Khan Academy math, Zoom, and textbooks and workbooks to be helpful.

Our secondary students requested more teacher interaction and thought participation in class Zoom sessions should be mandatory. They requested that assignments be sent regularly and put in one place, and suggested Google Classroom, which some of them had used in other districts. They also found multimedia/videos beneficial for learning. Emerging as most helpful were links sent by teachers, textbooks, and Khan Academy. We also heard students want to take action to address racism and bias, and last year, students requested leadership training in this area.

Feedback from teachers and staff

In our teacher survey, 80% reported using Zoom or Microsoft Teams with students. The teachers who used Google Classroom found it effective, and we also had teachers using a variety of additional tools to support learning, such as Flipgrid (6%), Screencastify (6%), iMovie (5%), online components of adopted curriculum (37%), Khan Academy (46%), Studies Weekly (18%), Scholastic F.I.R.S.T. early reading app (14%), Accelerated Reader quizzes (34%), and Vocabulary/Spelling City (17%).   The data was not disaggregated by grade span, so percentages are lower for tools used by only a few grades.

Teachers also had the opportunity to let us know what tools we needed to add, where they were finding gaps in the available learning materials and distance learning toolbox, and to make suggestions to fill those gaps. They also let us know what training would be helpful. Google Classroom was number one in their responses, and in a separate process where teachers compared features of five learning management systems, they decided Google Classroom fit district needs best.

Feedback from Intervention Specialists

 We consulted with elementary Intervention Specialists to get their ideas and recommendations. They shared strategies they had found effective for reading interventions, and met to consider additional curriculum tools. From these meetings and research data, a focus on ELD and early reading as top priorities for 2020-21 emerged. From our communication with our Intervention Specialists, we believe they will continue to be highly effective as data has shown in the past.

Feedback from bargaining unit CSEA

In bargaining sessions and in this meeting, CSEA has expressed a great deal of interest in measures to protect employee health, including Personal Protective Equipment (PPE), distancing and other health measures as detailed in guidance, and creating safe environments when public interaction is needed.

Feedback from bargaining unit TUTA

In bargaining sessions, TUTA expressed concerns about returning to school without social distancing and strict measures in place to ensure social distancing, mask wearing, and handwashing. They also expressed concerns about contact tracing and how any needed self-isolation would be handled. Daily instructional schedules were developed through the negotiation process, with the TUTA bargaining team and management consulting with teachers to get their ideas.

Feedback from the Superintendent's Parent Advisory Group

The group asked questions about various sections of the plan and made suggestions, including spending time teaching handwashing and monitoring to be sure students do wash their hands, and propping doors to restrooms and other spaces open to reduce the need to touch the door. They talked about resources their children had found useful last spring, and one parent suggested a resource for accessing books online.

Feedback from the District English Learner Advisory Committee (DELAC)

The DELAC group was interested in the distance learning instructional model and what a day would look like for students. The key points in the plan were reviewed.

Aspects of plan influenced by stakeholder groups

Influenced section on in-person instructional offerings

- Health checks, social distancing, handwashing, mask wearing, and other health protection measures: teachers, staff, TUTA, CSEA, and parents all expressed interest in adhering to public health guidelines to prevent transmission of coronavirus.
- Provision of Personal Protective Equipment (PPE) and other safety measures, including enhanced cleaning schedules, safety equipment such as plexiglass partitions, and supports for maintaining social distancing such as signage and floor markings were suggested by teachers, staff, TUTA, CSEA, and parents.

Influenced section on distance learning

- Google Classroom: families and students requested a single place to get assignments for all classes/subjects and to turn in work. Teachers, who also requested a tool such as this, selected Google Classroom. To meet the training need, teachers had summer access to Shake Up Learning Google Classroom training and close to the start of school, staff provided additional professional development.
- Screencastify: selected to meet the need for an easy solution to create instructional videos as requested by students and teachers.
- Technology distribution: to meet expressed student and family needs for devices.
- Internet process: to meet the expressed needs of a very small number of families.

Influenced the section on pupil learning loss

- Teachers, Intervention Specialists, and Special Educators all expressed concerns for our most vulnerable students and contributed to our planning process to meet the needs of these students.
- Parents, students, and teachers all named Khan Academy MAP Accelerator as a priority because Khan Academy was successful in improving math learning last spring.

<u>Influenced the section on school nutrition, mental health, student engagement, and family outreach</u>

- Family satisfaction with lunch distribution system where breakfast and lunch for multiple days was distributed influenced our planning for 2020-21, which adds more distribution sites.
- Staff expressed concerns about the effect of this summer's racist violence on our students and students expressed concerns that our literature selections should better reflect all of our students.
- Staff reported to administrators what they found effective in last year's engagement and outreach efforts.

Stages of Reopening for In-Person Learning

We have planned five stages for reopening for in-person learning.

Stage 1

- Students are learning at home.
- Teachers are providing assignments and accepting work through Google Classroom.
- Students receive instruction through live teleconferences, recorded lessons, and online resources including Khan Academy and district-provided apps.

Stage 2A

- Hybrid learning; some learning at school and some learning at home.
- No volunteers; essential visitors only.
- Students attend school one day a week in small cohort groups. Group A will attend Monday, B on Tuesday, C on Thursday, and D on Friday.
- Teachers provide academic instruction and instruction in social distancing, handwashing, and school routines and procedures.
- On the days students are not at school, they are engaged in distance learning.

Stage 2B

- Hybrid learning; some learning at school and some learning at home.
- No volunteers; essential visitors only.
- Students attend two days a week in combined cohort groups. Groups A and C attend on Monday and Thursday. Groups B and D attend on Tuesday and Friday.
- Teachers provide academic instruction and instruction in social distancing, handwashing, and school routines and procedures.
- On days students are not in school, they are engaged in distance learning.

Stage 3A

- In this stage, all students come to school every day, Monday through Friday for a 4-hour school day with assignments to do at home in the afternoon.
- No volunteers; essential visitors only.
- Lunch, recess, and other times when students usually gather are planned to reduce group size.

Stage 3B

- In this stage, all students come to school every day, Monday through Friday for a regular school day with a lunch period.
- No volunteers; essential visitors only.
- Lunch, recess, and other times when students usually gather are planned to reduce group size.

Stage 4

- Operations return to normal.
- Volunteers and visitors are again welcomed at school.
- Large group events, assemblies, field trips, and athletic events drawing large crowds resume.

What determines the stage of reopening?

We will use Governor Newsom's orders along with the health indicator criteria established by CDPH to make decisions about moving between reopening stages.

The Los Angeles Times is providing data and visualizations that make changing health conditions easy to understand. There is statewide information as well as data for all California counties in their tracking tool California Coronavirus Cases: Tracking by County. The tool also provides Solano County details, including cases by community. The CDPH has provided a COVID-19 Industry Guidance document for schools and school-based programs that has been updated and contains useful information. They have also provided a memo that includes school re-opening criteria.

Elementary School Operations Summary

Stage	1	2A	2B	3A & 3B	4
Learning Location	All at Home	Hybrid	Hybrid	All at School	All at School with Large Group Events
Days at School	0	1 M, T, Th, or F	2 M/Th or T/F	5 Monday-Friday	5 Monday-Friday
Elementary Schools					
Sample number of students in groups		Primary TK-3: **6** Intermediate 4-6: **9**	Primary TK-3: **12** Intermediate 4-6: **17**	Primary TK-3: **24** Intermediate 4-6: **34**	
Recess		Class cohort			Regular recess schedules
Intervention		Priority is ELD for all grades and 1st grade reading; work with Kindergarten and 2nd grade reading as next priority; push in or pull out for students in the same cohort; schedule carefully to avoid interference with regular instruction			Add grade level ELA and math support according to capacity and student needs
Physical Education		PE activities with cohort		Prep PE resumes in 3B	Prep PE for individual classes; Jumpstart PE resumes

Music		Google Meet music classes from home	Music classes may resume in 3B, restrictions likely on singing and instruments that expel air	Music program and performances resume
Large Group Events and Field Trips				Events and Trips Resume
Hours office is open to the public		8:00 a.m. – 1:00 p.m. M, T, Th, F	7:30 a.m. to 4:00 p.m. Monday-Friday	
Lunch	Central lunch distribution	Grab and Go Lunch picked up at Cambridge, Foxboro, Scandia, and Vanden on Monday, Wednesday, and Friday that includes breakfasts and lunches for days not in school	3B in class or multi depending on guidance	Cafeteria/Multipurpose room

Elementary Distance Learning Schedule

Elementary schools have learning blocks from 8:00 am to 12:00 noon. The Learning Block will include a combination of live Google Meet instruction from the teacher, activities using textbooks and workbooks, and time to use Khan Academy or Happy Numbers for math, plus other online learning activities.   On Wednesdays, live instruction is shortened and students have extra work time.

Students will have time in the afternoon to finish their work from the morning and use the online resources we are providing. Students should also be reading books for pleasure at their independent reading level. Your teacher will share Lexile levels after they have taken the MAP English Language Arts test. The Lexile level (reading level) can help families identify books at the right level of challenge for independent reading.

This schedule is for distance learning only. When we move to a hybrid schedule where students are in school some days, the schedule, including start and end times, may change. We will send parents more information about hybrid schedules when we are closer to being able to move in that direction.

Middle School Operations Summary

Stage	1	2A	2B	3A & 3B	4
Learning Location	All at Home	Hybrid	Hybrid	All at School	All at School with Large Group Events
Days at School	0	1 M, T, Th, or F	2 M/Th or T/F	5 Monday-Friday	5 Monday-Friday
Golden West Middle School					
Typical numbers of students in group		Classrooms: **7-9** PE: **13**	Classrooms: **14-18** PE: **25**	Classrooms: **28-35** PE: **50**	
Total students on campus		**197**	**393**	**785**	
Passing periods		One-way routes		Normal passing period circulation patterns	
Lunch	Central lunch distribution	Grab and Go Lunch picked up at Cambridge, Foxboro, Scandia, and Vanden on Monday, Wednesday, and Friday that includes breakfasts and lunches for days not in school		Spread students out to reduce group size	Regular lunch areas and schedule
Hours office is open to the public		8:00 a.m.-4:00 p.m. M, T, Th, F		8:00 a.m.-4:30 p.m. Monday-Friday	
Physical Education		Students do not change clothes for PE; activities require social/physical distancing		Use CDPH guidance	Students change clothes for PE; regular activities resume
Athletics				Athletic practice resumes if advised by CDPH guidance	Athletic competition resumes; spectators allowed
Music	Google Meet music classes	Resume without activities such as singing or playing woodwinds, brass, and other instruments that expel air		Resume with CDPH restrictions	Performances resume
Large Group Events and Field Trips					Events and Trips Resume

Distance Learning Schedule

Golden West will use a block schedule during distance learning, with students taking periods 2, 4, 6 and the first half of 7th period (7A) first quarter, the first nine weeks of school. Then they will switch to periods 1, 3, 5 and 7B. The block schedule has a real advantage for students, who only have to keep track of four

classes at a time. This is similar to a college schedule, where students focus on a few courses, the move on to others. We will add hybrid schedules to our plan at a later date.

The first period of the day, which is Second period during first quarter, starts at 8:00 am. The second period starts at 9:06 am. The third period starts at 10:12 am. The last period starts at 11:18 am and goes to 12:00 noon.

High School Operations Summary

Stage	1	2A	2B	3A & 3B	4
Learning Location	All at Home	Hybrid	Hybrid	All at School	All at School with Large Group Events
Days at School	0	1 M, T, Th, or F	2 M/Th or T/F	5 Monday-Friday	5 Monday-Friday
Vanden High School					
Typical numbers of students in group		Classrooms: **8-9** PE: **13**	Classrooms: **15-18** PE: **25**	Classrooms: **30-36** PE: **50**	
Total students on campus		**424**	**848**	**1695**	
Passing periods		Circulation that avoids congregation		Normal passing period circulation patterns	
Lunch	Central lunch distribution	Grab and Go Lunch picked up at Cambridge, Foxboro, Scandia, and Vanden on Monday, Wednesday, and Friday that includes breakfasts and lunches for days not in school		Staggered lunch periods to reduce group size	Regular lunch schedule
Hours office is open to the public		7:30 a.m.-4:00 p.m. M, T, Th, F		7:30 a.m.-4:00 p.m. Monday-Friday	
Physical Education		Students do not change clothes for PE; activities require social/physical distancing		Changing clothes and activities as advised by CDPH guidance	Students change clothes for PE; regular activities resume
Athletics				Athletic practice resumes if advised by CDPH guidance	Athletic competition resumes; spectators allowed
Music	Google Meet music classes	Resume without activities such as singing or playing woodwinds, brass, and other instruments that expel air		Music classes resume, may have restrictions on singing and instruments that expel air	Performances resume
Large Group Events, Competitions, and Field Trips					Events, Competitions, and Trips Resume
Travis Education Center					
Typical numbers of students in group		Classrooms: **5** students; **19** on campus total	Classrooms: **10** students; **38** on campus at a time	**76** total students	
Lunch	Central lunch distribution	Grab and go lunch for students not at school, regular lunch period for students at school, with students spreading out widely to eat		Spread students out to reduce group size	Regular lunch areas and schedule
Travis Community Day School					
Typical numbers of students in group		Classrooms: **5** students; **19** on campus total	Classrooms: **10** students; **38** on campus at a time	**76** total students	
Lunch	Central lunch distribution	Grab and go lunch for students not at school, regular lunch period for students at school, with students spreading out widely to eat		Spread students out to reduce group size	Regular lunch areas and schedule

Vanden Distance Learning Schedule
First period starts at 8:30 am, second period at 9:35 am, third period at 10:40 am, and seventh period at 12:10 am, finishing at 1:10 pm. Wednesdays are shorter, with third period ending at 10:55 am. During the first quarter, students will take periods 1, 2, 3, and period 7 if they have the additional class. During the second quarter, they will take periods 4, 5, and 6. This schedule is for distance learning only. Hybrid schedules will be shared at a later date.

Travis Education Center Distance Learning Schedule
At TEC, period 1 starts at 10:00 am, period 2 starts at 11:00 am, and period 3 starts at 12:30 am, to allow a 30 minute lunch break at noon.

Travis Community Day School Distance Learning Schedule
At TCDS, first period starts at 10:00 am, and periods are thirty minutes long through sixth period, which ends at 1:30 pm. There is a lunch break of 30 minutes at noon.

Health and Wellness

There are three actions we can take that sharply reduce the risk of virus transmission.
- Distancing
- Handwashing
- Masks

Although these actions are effective individually, it is when they are combined, and cleaning high-touch surfaces is added that they become a very powerful force against the transmission of respiratory diseases.

Handwashing

Handwashing is an important tool in reducing transmission of contagious disease. Students need age-appropriate handwashing instruction.

Masks

Students and staff are required to wear masks on campus unless they have documented mental or physical health conditions that make then unable to wear a mask.

Wellness checks

As medical professionals and researchers continue their work, they are learning more about the virus and identifying more symptoms, which may change guidelines. This is the list available on June 28 and it will be updated as needed. We will expect families to screen their children for these symptoms and keep them home if any of the symptoms are present. We will also expect staff to screen themselves.

If you have any symptoms it is especially important to <u>stay home and avoid in-person contact</u> with others.

<u>Coronavirus symptoms</u> may include, but are not limited to:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell •   Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Staff may request student health checks at any time

Most teachers and staff who work closely with students recognize when students are not feeling well or are coughing or feverish. When staff have concerns, they need to contact the school's Health Care Specialist or Nurse, who can check the student for fever and other symptoms and send the child home if necessary.

Schools have designated isolation areas

Guidance requires schools to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19. Any students or staff exhibiting symptoms should immediately be required to wear a face covering and to wait in the isolation area until they can be transported home or to a healthcare facility as soon as possible. Staff who feel well enough to drive may leave for home right away.

COVID-19 questions and concerns

There should be a single person at each school designated to respond to COVID-19 concerns. Administrators need to make sure staff, parents, and students know how to contact this person. In our district, our school Health Care Specialists are the appropriate person for this role, supported by our District Nurse.

Staff questions and concerns related to COVID-19 may be addressed with Human Resources and/or your immediate supervisor allowing the interactive process to take place and to determine if reasonable accommodations are appropriate.

Contact Tracing

The Public Health Department, not the school district, manages contact tracing. Details about confidentiality rules are outlined in <u>FERPA and the Coronavirus Disease 2019 (COVID-19)</u>. Although educational and medical privacy are complex areas sometimes requiring advice from legal counsel, the basic principle in the current situation is that public health staff may notify people that one of their contacts has tested positive for COVID-19, but they may not share the person's name, or whether the person is a student or staff member. The important part is that people need to know they may have been exposed.

Please notify your supervisor if you become aware of a confirmed case of COVID-19. Information will go to Student Services and Human Resources and appropriate contacts with public health officials will be made, with contact tracing by the Public Heath Department initiated as needed. We are able to support Public Health by supplying contact information when there is a situation such as a student testing positive, where their teacher(s), other students in their class(es), or other staff may have been in close contact for an extended length of time.

Workplace Etiquette

Please be considerate of your colleagues and follow health precautions at all times so everyone is comfortable working together.

- Wear a mask at all times unless you are working in a remote location without any other people present or in a classroom alone with the door closed.

Schools will follow cleaning and disinfection guidelines developed by public health officials and government agencies using cleaning agents identified as safe for use in schools and effective against the coronavirus.

Classrooms will have handwashing stations with soap and water and/or hand sanitizer.

Students will receive age-appropriate instruction on handwashing and students and staff will be encouraged to wash their hands regularly.

- Remain at least 6' away from other people while having conversations.
- Use only your own workstation, keyboard, mouse, and phone.
- Avoid sharing objects like pens and staplers.
- Wash your hands frequently.
- After using the restroom, use your paper towel to open the door before discarding it.
- Custodial routines may have changed, so please lock doors and set alarms as needed.

Remember this is a challenging time for everyone. Many businesses have closed and people may be struggling financially. They may be worried about their health or the health of family members who may be especially susceptible to illness. People may not be at their best, and a kind, forgiving response will make all the difference.

Health and Safety Recommendations

The following health and safety recommendations come from government and public health officials and will be updated as the situation changes.

Wellness checks
- Families will check children for symptoms of illness before they leave for school. Where parents leave for work before older students get up, we will need to teach students to screen themselves. Students with symptoms need to stay home. Staff also need to screen themselves for symptoms and stay home if symptoms are present.
- Students and staff may not attend school if they have had a fever with a temperature of 100.4° F or higher in the last 24 hours.
- Students and staff may need to spend 14 days at home if they have been exposed to COVID-19. We will use the advice of public health officials in making decisions about who might need to self-isolate and for how long. Students will be provided with distance learning when self-isolating.

Arriving at school
- Staff will be wearing face coverings.
- Students may arrive on buses with fewer students to allow spacing.
- Parents and visitors will have limited access to the school campus.
- Students will be dropped off with supervising staff instead of walking them to their classrooms.

Handwashing and enhanced cleaning
- Schools will follow cleaning and disinfection guidelines developed by public health officials and government agencies using cleaning agents identified as safe for use in schools and effective against the coronavirus.
- Classrooms will have handwashing stations with soap and water and/or hand sanitizer.
- Students will receive age-appropriate instruction on handwashing and students and staff will be encouraged to wash their hands regularly.
- Schools will limit the sharing of supplies between students and will sanitize surfaces of anything that must be shared between uses.

Personal Protective Equipment (PPE)
- Students and staff need to wear face coverings. Please let your children know that wearing a face covering is an act of kindness to protect the health of others. Practice using a face covering at home.
- At this time, gloves are not recommended for students or staff except for staff who are providing first aid, serving food, or cleaning.

Social distancing
- Social distancing will help limit the spread of the virus.
- To maintain social distancing in classrooms, students will need to be in smaller groups.
- Students will be seated further apart in classrooms.
- Campus visitors will be limited.
- Meals will be served grab-and-go style or to smaller groups of students. Where we have lunch periods, they may be staggered.
- Large gatherings, assemblies, and field trips will be put on hold until government   and public health officials provide guidance that they can be held safely.

Hybrid learning
- Because of the need for social distancing, every student cannot be on campus at the same time. There is not enough space in classrooms to provide physical distancing for whole classes.
- We have plans where we can have students physically present on campus one day per week and where they are on campus two days per week depending on advice from government and public health officials. On the other days, students will learn at home.

Classroom Considerations

Avoid sharing objects
Students should have their own pencils, pens, crayons, markers, erasers, whiteboard markers and whiteboard wipers, math manipulatives, and any other small objects needed for learning. In elementary schools, these objects should be kept in individual student desks. In secondary schools, students should keep their supplies in their backpack. If students need to borrow a pencil or pen, it should be returned to a "used" container and stay there for several days before being loaned out again. Art programs should consider ways to loan students paintbrushes and other objects that need to be touched. Any shared objects must be sanitized between uses.

When equipment must be shared in a CTE program, the parts of the equipment touched by students needs to be sanitized between uses. High school students may use wipes for this purpose.

PE programs need to be modified because many traditional sports and activities include multiple students touching an object. Plan different activities that do not require objects to be touched. Kicking balls should not present a problem, but soccer or kickball, where the use of hands is part of the game, would need to be modified.

Play structures will be closed and off limits until Stage 4 when large group activities may resume. These structures cannot be effectively cleaned and sanitized for daily use.

Remove shared toys, puzzles, games, play kitchens, costumes, and other items for cooperative play from early primary classrooms. Where items must be used for preschool or therapy, sanitize them between uses.

Teach health practices

Provide students with age-appropriate instruction in social/physical distancing, hand hygiene, mask wearing, and other protocols to reduce transmission of viruses.

Bring water bottles

Students should bring personal water bottles to reduce use of communal drinking fountains.

Use multiple entrances and exits

Most classrooms have doors leading directly outside, and these doors should be used for entering and exiting the classroom whenever possible. This eliminates having large numbers of students in hallways and helps keep groups separate. Other protocols should be put in place for limiting direct contact with others as much as practicable.

In elementary schools, have staff supervising recess come to the classroom's outside door to pick up and drop off the student cohort from that room.

Plan a restroom use process

Plan a process for restroom use that allows students to use the restroom freely when needed while minimizing mixing of cohorts. Exposure to other people's germs can be minimized if all students are instructed to wash their hands thoroughly after restroom use and to use their paper towel to open the door to exit. Place trash cans where needed to support this practice for both student and staff restrooms.

In elementary schools, where it is more challenging to get all students to use the protocol above effectively, assign a limited number of cohorts to a set of restrooms. Most of our elementary schools are set up so that each wing has access to a set of restrooms. In some schools, there is one set of restrooms designated for recess use, but while we are keeping students in cohorts, they should use their wing restrooms whether they are coming from class or recess. Prop hallway doors and restroom doors open during recess to allow students to enter and exit restrooms the right set of restrooms freely without touching door hardware.

Open doors and windows

Open windows and doors where possible to increase air flow in classrooms and restrooms (where privacy can be preserved).

Keep students in cohorts as much as possible

Although it isn't fully practical in secondary schools, students can stay in a single cohort group in elementary schools. Adults such as Special Education staff or Intervention Specialists can push into classrooms to support students, dividing the class for instruction. Staff moving between classrooms should wash or sanitize their hands between classrooms, just like medical staff wash their hands when moving between exam rooms.

Secondary classes need to maintain consistent Aeries seating charts that can be immediately available if public health officials need to know which students were seated in proximity to a student with COVID-19.

Arrange desks for social distancing

Classrooms need to be arranged so that all students are facing the same direction, and so that they are at least six feet apart. Although having students in groups is a good educational practice, we need to return to traditional furniture arrangements for now. We also need to temporarily move any fabric covered furniture (except for office chairs used by a single person) out of classrooms until we no longer need daily sanitizing.

Our desks vary in size, so dimensions in your room may differ. We want to keep all the student furniture in the room so that empty desks act as spacers to keep students apart. Where there are tables, label individual seats clearly with children's names. To make more space, move teacher desks against the wall as needed and remove tables used for storage or papers. Seat students right up against back and side walls, even if they are right against cabinets and the desks need to be moved to open cabinet doors. Please contact your principal to arrange help with moving furniture.

Transportation

1. Use guidelines from public health officials on distancing and cleaning.

2. Use large capacity buses for Special Education to allow distancing of students. We may provide a staff member on buses to support students in learning social distancing routines and procedures where needed.

3. Social distancing bus capacity is 14 students.

Visitors and Volunteers

1. No volunteers will be allowed until Stage 4. Visitors will be limited to parents of new students with disabilities who are invited to preview programs. They must agree to wear masks, maintain social distancing, and wash hands.

2. Parent conferences, parent meetings, Back-to-School Night, parent orientations, and student orientations such as WEB and Link Crew will take place through teleconference or video until Stage 4.

Cleaning Protocols

Cleaning agents used are those specified by the Environmental Protection Agency as safe for use in schools and effective against the COVID-19 virus. Staff training in the use of cleaning agents and anti-microbial wipes is available through the staff Target Solutions training portal (login from HR required).

Classrooms

After the end of the student day, all classrooms will be thoroughly cleaned. This cleaning will include:
- Student desk, table, and chair surfaces (including alternate seating with a waterproof surface)
- High touch surfaces, including door handles, light switches, faucets, sinks and counters, dispensers, paper towel holders

- Hand sanitizer containers in classrooms without sinks will be checked and refilled as needed
- Trash will be emptied

Rooms will be vacuumed and mopped on a rotating schedule, except for TK, K, SCIL, preschool and TAP classrooms, which will be vacuumed and mopped daily.

Restrooms

Mid-day cleaning for all student and staff restrooms, including at schools and the District Office:
- High touch surfaces, including door handles, stall door latches, light switches, faucets, sinks, countertops, handrails, paper towel dispensers, hand dryers, soap dispensers, toilet/urinal flush levers, toilet paper dispensers, toilet seats
- Soap, paper towel, toilet paper, and seat cover dispensers will be checked and stocked as needed
- Floors will be checked for paper towels and other trash, full trash cans will be emptied

At the end of the school day, all student and staff restrooms will be thoroughly cleaned.
- High touch surfaces as above
- Toilets and urinals
- Sinks, faucets, and countertops
- Floors mopped
- Soap, paper towel, toilet paper, and seat cover dispensers will be checked and stocked as needed

General Cleaning of All Facilities
- High touch surfaces including door handles will be cleaned mid-morning
- Hand sanitizer containers will be checked and refilled as needed
- Afternoon cleaning will include regular cleaning processes enhanced as needed to meet current recommendations
- Kitchens and food service areas and equipment will be cleaned according to food service protocols, with high touch surfaces cleaned mid-morning
- High touch surfaces in multi-purpose rooms will be cleaned between groups

Offices (District Office and Schools)
- Public counters, conference tables, shared workstations, and other surfaces used by multiple people
- High touch surfaces including door handles
- Computer keyboards used by multiple people
- Restroom high touch surfaces
- Soap, paper towel, toilet paper, and seat cover dispensers will be checked and stocked as needed
- Hand sanitizer containers will be checked and refilled as needed
  - Offices will be cleaned as usual at the end of the day. Office workstations and teacher desks and chairs used by a single person do not need mid-morning cleaning. Shared workstations will be cleaned mid-morning and at the end of the day   if more than one person has used them.

Buses
Students will be seated using different seats for each bus run. Buses will be cleaned by bus drivers when they return after morning and afternoon runs.
- All surfaces of seats
- Handrails, posts, doors, and other high touch surfaces
- If students become ill on a bus, the bus will be thoroughly cleaned before being returned to service

Isolation and relocation areas
All schools have identified isolation areas where a student showing symptoms of COVID-19 can be isolated until parents can take the student home.

Schools have also identified relocation areas where a class can be moved (taking books and personal belongings) if a student vomits or has diarrhea in class. This relocation provides time for a deep cleaning of the affected classroom before it is used again.

Areas of the facility that have been used by a possibly infected person (classroom, restrooms, isolation area) will remain closed until they can be cleaned using the protocols established by the CDC in the document listed above.

Student Support
Monitoring student engagement

SB 98 requires a weekly engagement record for each student documenting "synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments."

We are planning to meet this requirement through a combination of three record sources:
- Daily Participation Log consisting of coded attendance records in Aeries
- Aeries visitation log documenting efforts to reach out to families where student engagement is a problem
- Teacher-generated Weekly Instruction and Assignments Record supplemented with Google Classroom artifacts

We have selected these record sources because they provide the information required by SB 98 while minimizing additional work for teachers. When teachers spent time planning, teaching students, holding office hours, engaging in professional learning, or working together, students benefit. We want to minimize time teachers spend on routine tasks not directly connected to improving student success.

Teachers will establish the time value of their assignments, with time spent participating in live instruction through videoconference, using assigned learning software or accessing online instruction, using textbooks and other instructional materials, and completing assigned work all contributing to the total. Students will have a minimum of 240 minutes of work assigned each day (180 minutes for TK and K). At the elementary level, the classroom teacher assigns the full 240 minutes, but in secondary schools, the minutes are divided among the different periods.

Attendance codes will change for 2020-21. We will implement a new set of codes to indicate student absence (not participating in instruction and not at school) and codes to indicate participation in live online instruction and completion of assigned work. When we are able to return to school, a code indicating presence at school will be included.

Outreach and engagement support

Here are the steps we will take when a student is not participating or completing work in distance learning or hybrid stages. In all cases, we will take action when a student has not been engaged for more than 3 school days or 60% of the days in an instructional school week. We may also identify students who we have special concerns about and implement this system on the first day the student is not engaged.

Communication with families where students are not participating to an adequate degree will include phone contact, texts, email, and home visits. Where the family speaks a language other than English, a bilingual staff member will make the contact, or translation/interpretation will be provided by other means. Our goal is to work with families to get attendance situations turned around, and we may use the SARB process if needed.

Tier I
Criteria: 3 days of non-participation in distance learning
Action: Teacher contacts family (with support in communicating with families speaking languages other than English if needed) to check on student and see what support might be needed to re-engage the student.

Tier II
Criteria: Non-participation continues after teacher contact, or teacher is unable to reach family
Action: Teacher makes a referral for Tier II. Assigned school staff, which could include Student Support Specialists, Attendance Clerks, and/or other staff will contact the family to work on the problem. Some students may need Check-in Check-out support. Others may need help with technology, or to solve other problems.

If staff are unsuccessful in reaching the family, Student Services will be notified, and staff will visit the home to find out whether the family has moved or to get updated contact information.

Tier III
Criteria: Non-participation continues after Tier II actions have been taken
Action: Staff implementing Tier II make a Tier III referral to assigned staff, which could include Counselors, Assistant Principals, and/or Social Workers for intensive intervention.

SARB (School Attendance Review Board)
Criteria: Tier III actions have not led to increased participation
Action: Depending on the student's needs a team approach through Student Services may be required. This could take the form of a student success team assembled for problem solving or the more formal School Attendance Review Board process, which can culminate in referral to truancy court if students/families continue to violate compulsory attendance laws. The stakes are high: without a high school diploma, students are at a significant disadvantage as adults. Mental

Health, Equity, and Socio-Emotional Wellness

Addressing the socio-emotional and mental health of students is an important value and priority of the district. Students and families will be able to access the support described below when they are on campus and when they at home through systems developed by each school to meet the needs of their students and families.

Mental health experts are predicting that students are likely to need more support than usual as they return to school. There were many traumatizing forces at play recently, including a combination of the coronavirus threat to their health and the health of people they care about, the traumatizing effect of events with widespread national news coverage making students of color in particular feel threatened and concerned for the safety of family members and friends, and the effect of business closures on family income.

Students were also disappointed by not being able to participate in spring activities they were looking forward to such as sports and transitions from one school level to another. Most students also get a great deal of support and stress relief from being with friends and their extended family, and these normal avenues for coping have been closed to them.

We plan to include socio-emotional learning with our academic instruction. Elementary schools will continue to use Second Step curriculum to teach socioemotional skills. PBIS (Positive Behavioral Intervention & Support) will be used at all schools to support students in learning behavior expected at school with higher tiers of support for students with greater needs.

It is helpful to students to ask what they did to manage stress before the school closure, and for them to consider what worked for them before that they might be able to continue. Students need to learn to take care of their bodies by taking deep breaths, stretching, exercising, getting plenty of sleep, and avoiding alcohol and drugs. We need to help them stay in the moment, and not worry about things that have not happened yet. It is also helpful to avoid too much exposure to the news, connect with family and friends, and seek out the positive people in their lives. A calm, optimistic approach is essential.

Our schools are staffed with a variety of professionals with training in mental health and socio-emotional support. We have eight School Psychologists, six School Counselors, four Social Workers, and two Mental Health Coordinators. In addition, we have counseling services from A Better Way, and Scandia, Travis, Golden West and Vanden have Military Family Life Counselors (MFLCs) provided by Travis Air Force Base. We have a total of 26 professionals to help our students who need support.

Each school has established a referral system. A staff member at each school has been designated to receive referrals, which may come from a teacher when a student has not checked in for three days and family contact has not been successful, a parent concerned about their child, or a student making a self-referral. Depending on the student and nature of the request, this referral will be sent to a School Psychologist, Social Worker, Mental Health Coordinator, School Counselor, military MFLC, or A Better Way therapist.

Note: Some staff may be part time at the school and not available every day.

Vanden
- School Counselors
- School Psychologists
- School Social Worker
- Military MFLC

- Mental Health Clinician
- A Better Way

TEC/TCDS
- School Counselor
- A Better Way
- School Social Worker
- Mental Health Coordinator

Golden West
- School Counselors
- School Psychologist
- Military MFLC
- School Social Worker
  - Mental Health Coordinator

Cambridge
- School Psychologist
- School Social Worker
- Mental Health Coordinator

Center
- School Psychologist
- School Social Worker
- A Better Way
- Mental Health Coordinator

Foxboro
- School Psychologist
- School Social Worker
  - Mental Health Coordinator

Scandia
- School Psychologist
- Military MFLC
- School Social Worker
- Mental Health Coordinator

Travis
- School Psychologist
- Military MFLC
- School Social Worker
  - Mental Health Coordinator

In addition, most of our schools have Student Support Specialists, who support individual students who may be having a rough day and plan positive, inclusive activities for unstructured time such as recess or elementary and middle school lunch periods.

Kindergarten children struggling with school adjustment may invited to participate in the First Step Next program or referred to the Care Clinic in Fairfield. We provide Second Step socio-emotional learning lessons in elementary schools to help students gain the social skills they need. Golden West's WEB (Where Everybody Belongs) program and Vanden's Link Crew program provide orientation, tips for success, and ongoing peer mentoring and support.

We also provide Parent Project and Triple P parenting classes for families.

Addressing Racism and Trauma

We are continuing our efforts to address racism, equity issues, and trauma. Trauma from last spring and over the summer is not only from the coronavirus. The graphic video of the murder of George Floyd was widely viewed, and it is likely many of our students have seen this highly traumatizing video, which is especially terrifying to Black children and other children who are members of groups that currently or historically have experienced racism, bias, and hate-motivated violence. Asian children saw racist physical aggression against Asian people related to the virus. Our socio-emotional support staff will be available to help students with this trauma, and for greater systemic effect, we are establishing an Equity Action Team.

The purpose of the Equity Action Team is to work with staff, students, and district families to eliminate the correlation between social and cultural factors and student success. The REACH (Responsible/Equality/Academics/Courage/Honor) student group will be represented on this team and will also plan anti-racist and anti-bias educational activities. The team will examine data, policies, practices, and the learning environment as experienced by students in order to create inclusive and just conditions where all students can explore their passions, develop their unique gifts, and thrive.

We will start immediately with four actions:

- Analyze district student and staff data to find areas where there are significant differences in representation and performance between groups and begin to explore actions to close these gaps
- Empower and support student organizations in taking a leadership role in this work, including working with staff, peers, and younger students
- Explore current literature selections and work with English teachers to recommend works that surface the experience of groups currently and historically impacted by racism and bias where in-depth study will help all of our students gain a broader perspective
- Plan professional development for staff to deepen their understanding of equity and add to their knowledge and repertoire of skills in creating equitable learning environments

The professional development will begin on August 11, where all staff will participate in a Zoom session with Tovi Scruggs-Hussein, who is an expert on creating trauma-informed schools. She is also an expert on wellness, healthy ways to manage stress, and creating anti-racist classrooms, and we are planning a workshop series for later in the year, along with some leadership development work with the REACH student group. We chose to open the school year with her presentation because equity must be the guiding principle as we prioritize actions for the 2020-21 school year.

Materials distribution

Schools have scheduled Distribution Days for August 10, 11, and 12 before school starts with two additional days for Vanden High: August 6 and 7. Information about when you can come to pick up your child's textbooks, workbooks, school supplies (paper, crayons, etc.), art materials, and technology devices will be sent out by schools. Please wear a mask and maintain distancing to allow us to distribute materials safely. We recommend coming in your car even if you can walk to school because textbooks get heavy.

After school starts, there may be some need for additional distribution of packets for younger children or other learning materials when secondary classes change at the quarter. You will receive information from your child's teacher or the school principal about any additional distribution.

Lunch program: Breakfast and lunch distribution

During distance learning, or on school days in hybrid learning where lunch is not served at school, families qualifying for free/reduced price lunch may pick up breakfast and lunch for days school is in session according to the following schedule.

Lunch pickup schedule
Monday, Wednesday, Friday
12:00 pm to 1:30 pm

Meal distribution locations
- Cambridge Elementary; 100 Cambridge Dr; Vacaville, CA 95687
- Foxboro Elementary; 600 Morning Glory Dr; Vacaville, CA 95687
- Scandia Elementary; 100 Broadway St; Travis AFB, CA 94535
- Vanden High; 2951 Markeley Ln; Fairfield, CA 94533

Families who would like to purchase lunch for students are also welcome. For more information or to apply for the lunch program, please see the Food Service webpage.

Wednesday Learning Support Time

1. During Stages 1, 2A, and 2B Wednesdays will have a different schedule to provide time for the following:
   a. Thorough mid-week facilities cleaning
   b. Time for students to catch up on their work
   c. Planning and collaboration time for teachers

2. Teacher learning support time activities are not limited to but may include the following:
   a. Provide assignments using Google Classroom
   b. Provide students with feedback on the work they have submitted
   c. Engage in planning and preparation activities
   d. Provide instruction or support for students learning at home
   e. Participate in IEPs, 504 Plan meetings, and parent conferences
   f. Participate in training
   g. Collaborate with colleagues to share best practices, explore innovative ideas, and plan together
   h. Hold office hours for communication with students and families

3. Students at home are to complete assignments and to study during learning support time. The Google Classroom calendar may include times that students are requested to join teleconference meetings or otherwise participate from home outside the established morning instructional hours.

Access to devices and connectivity

Last spring, we used a survey supplemented with staff phone calls to families of students who were not participating in distance learning to find out about device and connectivity needs. We were surprised to find that our community enjoys a very high level of Internet connectivity, with only a handful of families needing solutions in this area. We had a handful of families in the process of moving who were without Internet for periods up to two weeks.

We used our experience from last year to create our plan for 2020-21. Students need devices and connectivity for the full year because shifts between learning at school and learning at home are likely and may be abrupt. Everyone needs to be ready to learn at home the next day at any time.

Students can use desktop or laptop computers, or any iPad or tablet. We are also providing video training for students and families to ensure that not only do people have the technology they need, but they also know how to use it.

Teachers need devices and connectivity to provide instruction
Our teachers may choose to work from home or to come to school and work from their classroom. Because they are the sole occupant of the room and only a minimal number of people will be on campus, this can be done safely. Teachers have Internet access and computers in their classrooms, and if they have a desktop computer without a webcam and microphone, they can borrow a laptop. Teachers working from home are welcome to check out district technology for home use.

Students need devices
The data on the left shows two kinds of device need, and with our 2020-21 learning plan being significantly more robust than our spring plan, we expect device needs to increase. The first kind of need is a student without a device. The second is where a family has more children than devices, and they need to share. Sharing was less of a problem last spring when there was less live instruction, but in 2020-21, classes will have scheduled meeting times that provide significant amounts of important instruction. Last spring, we checked out devices from a central district   location, with multiple pickup days every week, but we believe we can be much more nimble if we move the checkout process to schools for 2020-21.

For this year, our process is faster and more responsive:

    1. Schools contacted all families that check out devices last year to find out whether they need a device again this year. If they do need a device again, Technology has configured one for their student(s) and it will be part of the materials they receive on Distribution Day.

    2. New families and families who did not check out a device last year but a device (or devices) this year are contacting their principals directly with their request. Where we have requests in advance, we will be able to distribute these devices on Distribution Day.

    3. We are expecting to continue to get requests at schools throughout the year. We will provide schools with devices that are ready to go except the step that assigns the device to an individual student so they can be issued rapidly by school staff.

Students need Internet access

We found last year that nearly all of our families are connected to the Internet. For families without Internet, we have an immediate response and a long term response.

Short term Internet access

- The purpose of short term Internet access is to meet the needs of students while long term Internet access is set up, to provide temporary Internet connectivity for students who have recently moved and are waiting for their new home to be connected, and for students whose home Internet has stopped working and they are waiting for repair.

- Schools will let families know how to reserve space so we have a large enough area for students to work while maintaining distancing between households.

- We will select a location on one of our campuses where a family can come for Internet access.

- All people using the room will need to wear a mask at all times, wash or sanitize their hands, and maintain distancing. Parents need to provide supervision for their younger children, but we will permit older students to come alone if they follow the direction of the supervising staff member.

Long term Internet access

California students need connectivity during distance learning, but they also benefit from Internet access when school is operating normally. Our long term plan is to have our social workers support families in signing up for one of the [low cost Internet plans](#) available to California families. There are currently several choices of plans in our area for $10 per month for qualifying families.

Where social workers find it is not possible for a family to get any kind of home Internet access, we will explore solutions that work in that individual family's situation. Please contact your school's social worker if you need help in this area. Their contact information is on the school's website, or you can call the front office to get their information.

Technology Help Desk for Students and Families

Schools will send information out to students and families about how to access tech support. All schools will have a staff member who will take email and phone requests for support. Some problems may be solved at that point. For other problems, a district Help Desk ticket will be created and the appropriate Digital Services or Technology Department staff member will respond. Training will be provided as needed.

Academic Program information

Grading and due dates

Grading

We will resume using our regular grading systems at all grade levels, including standards-based report cards
and letter grades.

Due Dates

Teachers will provide students with some due date flexibility as appropriate given individual student circumstances, keeping in mind that older students may be providing childcare and possibly instructional support for younger siblings at home or have other stressful circumstances that could interfere with completing schoolwork on any given day. Students should contact their teacher if they need flexibility.

Independent Study options for Families

Some of our families prefer to have their students learn at home. To meet the needs of these families, we are expanding our Travis Independent Study school. Independent Study is a no-cost public school option for families. This program is recommended for students who read at or near grade level because grade level comprehension is needed to access written instructional materials. We will use the IEP process to make decisions about whether the needs of a student receiving Special Education services can be met in this learning environment. Please see our [Independent Study](#) information pages for additional information.

Independent Study Options in Travis Unified

- High school (grades 9-12) Cyber High online learning program
  - Elementary and middle school (grades K-8) independent study/homeschooling support program

What is independent study?

Independent study moves learning from the classroom to the home environment, supplemented with experiences in the community. At the high school level, students use Cyber High online courses to complete high school graduation requirements and electives. The flexible schedule also allows students to take classes at Solano Community College while still in high school, or to experience the world of work. High school students have a counselor to help plan their courses to prepare for future goals after graduation. They also have a teacher to provide help, review completed assignments, and to assign grades and credit. They meet with their teacher periodically to review progress and plan next steps.

At the K-8 level, students need more parent involvement, so independent study becomes a homeschooling program, supported by district curriculum resources and an Advisory Teacher who helps help parents with planning the year and daily lessons. The Advisory Teacher will provide families with the same curriculum and learning materials used in classrooms. Advisory Teachers will work with families to develop a personalized learning plan for each child that meets California State Standards and takes into account individual student strengths, needs, and interests.

Additionally, as restrictions on gatherings are lifted, K-8 Advisory Teachers will work with families to plan optional extension and enrichment activities, including classes, field trips, and opportunities for social interaction and physical activity. Advisory teachers will provide workshops on instructional strategies for reading,

math, and other subject areas. Enrichment classes may include music, art, coding and robotics, Spanish, science labs, video production, and other areas where students have interest.

Independent study is a public school program available at no charge to families.

Have questions?
For questions, please contact Matt Smith, Director of Student Services at msmith@travisusd.org.

Enrollment
Families need to enroll by **July 30** to guarantee a place in independent study. After that date, students may be placed on a waitlist.

Families living outside the Travis Unified School District need to apply for an interdistrict attendance agreement before registering for this program.

Is homeschooling right for my child and family?

- Is there an adult at home to be the child's teacher?
- Is the family committed to the time and energy needed for homeschooling?
- Does your gifted child want to move through curriculum more rapidly and explore subjects in more depth?
- Does your child excel in a sport, music, dance, or other activity that requires being away from school?
- Does your child have reading skills at or near grade level to be able to access written curriculum?
- Would your child learn better focusing on only 2-3 subjects at a time?
- Is your child interested in taking community college classes while in high school without the constraints of the high school schedule?
- Does your child have health issues or struggle with anxiety or other social-emotional concerns?
- Would your child benefit from the flexibility of being able to move through some subjects quickly while taking more time with other subjects?

Learning Acceleration Plan

Areas of concern

Students lost three months of instruction last year, and have had a longer than normal break. We are anticipating that some students may have lost ground and that we will need to accelerate their learning over the next couple of years to get them back to where they should be. As we write the first draft of our plan, we do not yet have assessment information to quantify learning loss for Travis Unified or for individual students, but research about other school closures provides some insight to guide our thinking.

NWEA's research division has provided some projections of what we might expect. Students in the lower grades are at risk of losing half a year's growth in ELA and closer to a full grade level in math. NWEA anticipates that losses will be greater in math than ELA. We are most concerned about students who were in Kindergarten and first grade last year who had not quite become readers before schools were closed. Older students who are solid readers will probably not show a decline in their reading abilities.

Math learning losses from what educators call the "summer slide" are likely to be exacerbated by the extended school closures. We are hypothesizing that most of our students will need support in math to get to grade level. Just as with reading, learning losses are likely to be greatest for younger students.

Acceleration, not remediation

We need to avoid a remedial approach that provides instruction below grade level and standard because with that approach, students will never catch up and will be caught in a cycle of low expectations and frustration. Grade level content must be the priority.

To accelerate student progress, we need to identify exactly what unfinished learning needs to be addressed, when, and how. We need to avoid moving students backward by attempting to fill in all potential learning gaps or by duplicating missed instruction. We need to focus on essential scaffolding to create a brief lesson to give students enough support to succeed with new learning without trying to duplicate everything from the previous grade level or course.

Here is an example. If students in 6th grade missed part of statistics last year, with the 7th grade unit starts, teachers need to do a task analysis to see what prerequisite knowledge and skills are needed to succeed with 7th grade statistics. They might discover that our 6th grade students missed "measures of central tendency such as the mean" and prepare a lesson or two to create a foundational understanding of the mean, and then move on to apply that to learn 7th grade statistics standards. This kind of brief, just-in-time fill-in instruction is highly effective in accelerating student learning. Planning for this gold standard of instruction is time consuming, which is why our schedules include additional teacher collaboration and preparation time.

Assessment plan

The purpose of our assessment plan is two-fold. First, we want to measure learning loss on student group and grade levels as well as for individual students so that we can properly focus our acceleration efforts. We have hypotheses about where these will occur and where we need to focus, but we need to confirm with data and make any changes needed. Second, we want to use assessment data diagnostically to plan the kind of brief, scaffolded instruction that leads to learning acceleration. We need assessment data for both purposes. The assessments listed below can be administered either at home or at school and therefore provide us with essential data during distance learning as well as when we are able to return to in-person instruction. We do not yet have information about state CAASPP testing or college admissions testing.

Learning time is precious and we need to minimize time spent on assessments. We should assess in areas where we need to identify unfinished learning and important learning gaps, but limit our efforts to those areas. We should give assessments only when we are going to do something different instructionally for a student because of information from the assessment.

English Language Arts (ELA)

In English Language Arts, we need to measure early reading skills in young children and a broad range of ELA skills in older students.

- ESGI is a one-on-one assessment that will be used in Kindergarten and first grade to measure student mastery of letters, sounds, sight words, and math concepts. This assessment may be given by parents at home or by teachers through 1:1 teleconferences. A strength of ESGI is that it generates a custom parent report for each student and generates letter and practice cards that are customized for each student. Parents and teachers will know exactly where our youngest learners are in relation to mastering skills in naming letters and numbers, knowing letter sounds, and recognizing sight words. This assessment is given in fall, winter, and spring to measure student progress.

- NWEA MAP Growth will used in grades 1-10 to measure English Language Arts skills. Unlike paper and pencil tests, where all students are asked the same questions and spend a fixed amount of time taking the test, MAP Growth is a computer adaptive test, which means every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions get harder. If the student answers incorrectly, the questions get easier. By the end of the test, most students will answer about half the questions correctly, as is common on adaptive tests. The purpose of MAP Growth is to determine what the student knows and is ready to learn next. This assessment may be taking by students at home. The

teacher will set aside test time and release the test to the students to complete. This assessment is given in fall, winter, and spring to measure student progress.

- Elementary Intervention Specialists use additional diagnostic assessments to find out where students are struggling so that they can target intervention instruction in those areas. The [SIPPS](#) program, which accelerates the acquisition of foundational reading skills, includes diagnostic, placement, and progress monitoring assessments. We also use other evidence-based reading intervention programs which usually include assessments. [WonderWorks](#) is the elementary intervention companion to our adopted ELA program, and it includes weekly progress monitoring assessments.

English Language Development (ELD)

We use a variety of assessments to monitor our English learners' progress in mastering the English language. English learners take MAP tests and assessments included in our ELD curriculum and adopted reading and English programs. In addition, English learners take the English learner Proficiency Assessment for California ([ELPAC](#)), which measures listening, speaking, reading, and writing skills. Some areas are assessed individually by the teacher, and computer-based and written components are also included depending on grade level.

Students whose primary language is not English take an initial ELPAC within 30 days of enrolling in a California school to allow us to identify them as either English learners or proficient in English, and to help us plan the support they will need to become fluent. English learners also take an ELPAC once each year to measure their progress and identify their level of proficiency on a 1-4 scale.

There are three possible methods to administer this test depending on our instructional delivery model (distance learning, hybrid, fully at school). Here are the possibilities.

- In-person: The student and test examiner are at a school. The location must meet the testing environment guidelines as well as the COVID-19 safety and social distancing procedures. This method will not be available until we have implemented a hybrid model where students come to school at least once per week.

- Remote testing for online assessments: The student and test examiner are in separate physical locations. This would most likely mean that the student would be at home and the test examiner would be either at home or school. The student and test examiner are connected by video and audio, and depending on the grade level being administered, may either share a screen or the student will take the computer-based assessment on their own device while the test examiner administers the test via the test delivery system.

- Remote testing for paper/pencil assessments: The student and test examiner are in separate physical locations. The student will be provided with a hard copy of the paper assessment before testing and will complete the test while the test examiner administers and monitors the test session remotely. Another method would be for the test examiner to share the test questions with the student through the student's distance learning tool. In both cases, the student and test examiner will be connected by video and audio.

Mathematics

We are especially concerned about learning loss in mathematics, and we plan to administer the MAP Growth mathematics test to students in grades 3-8 before the 10th day of school. The reason for the urgency is that MAP results place students on individualized learning pathways in the [Khan Academy MAP Accelerator](#), and we need to get math acceleration instruction going right away. This assessment is given in fall, winter, and spring to measure student progress. Like the MAP Growth ELA assessment, the math assessment may also be administered at home. Teachers will set up a time for testing and provide instructions.

Special Education

All special education assessments will be completed through teleconference if possible and in person at school if required. For all in-person assessments, a safety protocol will be implemented, including written permission to participate in in-person assessments, temperature and risk checks, students and staff washing their hands or using hand sanitizer, wearing masks, and maintaining as much distancing as possible. Where 6' distancing is not possible, plexiglass barriers will be used.

Some student groups require specialized support

Some groups of students, including low income students, foster youth, homeless students, students with exceptional needs, and English learners require specialized support. Low income students, foster youth, and homeless students have both academic needs and needs related to basic resources such as food, clothing, and housing. Our support includes both academic components and help for the family with basic needs, including both directly providing what is needed and connecting the family to community resources. Students with exceptional needs are provided the services and supports detailed in their IEPs. English learners need English Language Development instruction. Information about academic support to be provided to these student groups is outlined below, but support is not limited to what is listed here. Socio-emotional support, materials distribution, and laptop lending all contribute to the support these groups receive. We have included known needs now, but we will continue to communicate with students, families, and our staff to find out about additional needs, either for the whole group or needs unique to one family. We are fortunate to have social workers who use a holistic approach to serving students and consider the whole child and family as they work to remove barriers and promote student success. Our teachers are also sensitive to student needs, and refer students to our helping professionals for additional support.

Academic support for low income, foster, and homeless students

Non-academic needs are addressed under Student Support. Students in these groups who are performing below grade level or who, when we have completed assessment show significant learning loss will receive additional instruction and academic support depending on their individual needs. We have a small number of foster families in our district, and the foster parents meet regularly with Student Services staff to discuss what the students need and solve problems. We are also reaching out to our foster families to find out about their need for laptops, just as we did last spring. Staff also reaches out to families of homeless students to find out what they need to fully participate in learning activities.

We will address academic needs in a variety of ways. At the elementary level, students in these groups who need reading support receive intensive intervention from Intervention Specialists using evidence-based programs. Our Intervention Specialists have adapted these materials for the distance learning environment, and after trying some different strategies have identified what works for students. The Khan Academy MAP Accelerator for grades 3-8 and Happy Numbers for K-2 provide math instruction and practice. Teachers are also planning to provide a combination of whole class and small group instruction, and they will have afternoon office hours where students can get help. Our regular Multi-Tiered System of Supports (MTSS) will be running, even though delivery through distance learning looks different.

Academic support for students with exceptional needs

Students with disabilities will be provided with academic support as detailed in their Individualized Education Plans (IEPs). Specialized academic instruction can be provided in several ways during distance learning. A Special Education teacher may push-in to a virtual classroom to provide specialized academic instruction and support with grade level assignments. Students may also participate in individual or small group sessions with their Special Education teacher just as small groups meet in a Learning Center in a pull-out model when we are at school. Students in Special Day Classes will participate in individual and small group instruction through teleconference.

Some IEPs are developed to include goals and supplementary aids and supports to assist students in keeping track of assignments, making sure completed work is turned in, and organizing tasks for the day and deciding what to work on next. Paraeducators will be participating in training to support students with these executive functioning and organizational skills and in their use of Google Classroom. Special Education teachers will assign paraeducators to support individual students or small groups as needed.

English learner support

English learners will receive a minimum of 30 minutes per day of designated ELD within all models of instructional delivery including distance learning, hybrid instruction, and full on-campus instruction. In addition, classroom teachers provide English learners with integrated ELD as to help students access instructional materials and lessons in their classroom. At the elementary level, designated ELD will be provided by Intervention Specialists. At the secondary level, designated ELD will be provided by ELD teachers within an ELD course. Within a distance learning environment, English learner students will receive additional support outside of 4-hour morning learning time as needed, including check-ins with staff to provide resources, needed technology support, and assistance with both core academic and ELD curriculum.

Curriculum for designated ELD within the daily schedule is provided through district-adopted programs. English learners will have required textbooks and workbooks for all instructional delivery models. *Reach for Reading* is our adopted program for elementary ELD. English learners access this curriculum through hard copy student texts and workbooks. In all instructional delivery models, students have daily assignments in *Reach* including workbook pages to check for understanding and practice new skills. *Reach* also has an online assessment component which allows teachers to assess student progress frequently to inform instruction. Elementary English learners also access a supplementary program called Imagine Learning English, an online computer-adaptive program to support progress.

At the secondary level, our middle school uses *Inside* and *Inside the USA* (a newcomer program) for designated ELD. The middle school also uses *English 3D* to further customize ELD instruction based on student need. Middle school students will receive assignments and instruction within their ELD class. Our high school uses a program called *Edge* for English learners. Like in middle school, English learners receive assignments and instruction within their ELD class. In addition to providing designated ELD our secondary ELD teachers will also assist students with work from other classes and any additional support needed.

At all levels, student progress is continuously monitored through appropriate assessments to ensure students are making adequate progress in mastering the English language.

For distance learning, a plan is in place to assure that all students, including English learners, have required instructional materials at home to support learning. The District will provide devices such as laptops and iPads to students who need a device to support distance learning. Daily schedules by grade level for distance learning include designated ELD and time to complete ELD assignments. The distance learning model closely mirrors what a regular school day would look like were we able to hold on-campus instruction with the exception that teachers are delivering instruction online and students are receiving instruction online. English learners will have access to core curriculum and instruction through participating in a schedule that includes time for English language arts, math, history/social science, science, and enrichment activities such as music and band. In a hybrid model where students attend school a few days a week, schedules for at school days include instruction in core subjects and designated ELD. For days that students are at home, the distance learning model is used to continue to provide instruction, including ELD.

Another important part of supporting English learners is communicating with families. Our Family Liaison is bilingual (Spanish) and we have other staff with translation and interpretation skills in other languages. In addition, Aeries Communications provides two-way automatic translation of messages. Families get district and school messages in their preferred language and can send us messages in their language that are automatically translated into English. DELAC meetings will also shape the support we provide to English learners because we will be able to talk to families about how our planned supports are working, and what needs to be modified. Our elementary Intervention Specialists shared that they thought communication was the most critical factor in English learner student success last spring. Using teleconferences created social connections, which then opened the door for learning.

Speaking and writing are the two areas of greatest need. Teachers of designated ELD will use a combination of teleconference instruction and check-ins, online curriculum, and written work. When we are able to return to school in a hybrid model, teachers believe it would greatly benefit our English learners to come to school for ELD and academic support for a shortened day on the days they are not assigned to be on campus.

Equity-based return to school

We do not yet know the parameters under which we will return to school. It is likely that we will return to a hybrid model where students are at school one or two days per week and learn from home the other days. We have explored many ideas for bringing students back in ways that provide the most in-person learning time for the students who need that most, including students with special needs, English learners, foster children, homeless children, and low income students who are not making adequate progress toward meeting grade level standards.
Some ideas that have been proposed:

- Students in Special Day Classes, which are small classes, attending four days per week when others are attending one or two days per week.
- Providing specialized academic instruction and services such as speech therapy to students with special needs through 30-90 minute sessions at school on days they are not scheduled to attend.
- Providing reading intervention for young students needing reading support and ELD to English learners through 30-90 minute sessions at school on days they are not scheduled to attend.
- Dividing TK and Kindergarten classes and having shorter split sessions where students attend school four days per week for a shorter period, supplemented with distance learning.

We will need to work with our labor partners as we explore these options, and we will wait to engage deeply in this planning work until we have updates about recommended group sizes for return, and about recommended precautions, distancing, and cohort limitations. When we have that information, we can begin working with our staff to explore possibilities.

Reading and ELA support

Elementary Intervention Specialists provide reading instruction using a rage of evidence-based materials selected to meet student needs. We will continue to have small group reading instruction in distance learning and in a hybrid model. We use a Multi-Tiered System of Support, and we do not anticipate substantive changes to the system because the format for learning has changed. Our teachers have very creatively figured out ways to make the instructional materials work in distance learning. We are prioritizing students who were caught midstream in the learning to read process when school was closed in the spring. They need immediate help. We will use assessment data to target other groups as needed.

Teachers are encouraged to use the full range of instructional materials available to them to create the scaffolding needed to help students move to grade level or beyond. Teachers might notice a group of students needs practice in supporting their ideas with facts and details, and can turn to materials that provide support instruction and provide practice in that area.

Students in TK, Kindergarten, and first grade will be using Handwriting Without Tears workbooks this year. We plan to provide videos to help parents use the program with their children to develop this important and challenging skill. The physical act of writing can be a barrier for children in getting their ideas down on paper.

Math support

Students, families, and staff let us know that Khan Academy was very helpful last spring. Khan Academy offers instructional videos and practice exercises to help students learn how to solve math problems. In 2020-21, we are adding the Khan Academy MAP Accelerator to our toolbox. The Accelerator takes Khan Academy to the next level by using the results of the NWEA MAP math assessment to prescribe an individualized learning path for each student in grades 3-8. These learning paths will provide essential scaffolding for students who have not yet mastered grade level standards or provide acceleration for students performing at or above grade level. What we especially like is that the videos provide clear instruction with a strong visual component, and provide practice problems so students can check their skills and understanding, followed by solutions. Active, participatory learning is key in a distance learning environment, and Khan Academy delivers. We also encourage families to check out the Khan Academy Get Ready courses, available free right now for third grade through Precalculus.

Bedtime Math for ages 3-9 or MiniMath for TK and Kindergarten, are available online or as Android/iOS apps available at no cost. The mission of Bedtime Math is to make math a fun part of children's everyday lives, where topics range from electric eels to chocolate chips, roller coasters, and flamingos. Problems have three levels of challenge, and can be fun for the whole family.

Teachers will also be providing math support, both through essential scaffolding lessons to teach or reinforce material from last year and by providing small group learning sessions as needed.

Measuring Effectiveness of Acceleration Strategies

Our ELA and math assessments will be given three times in 2020-21: fall, winter, and spring. Parents will be able to use MAP and ESGI reports to track their children's progress so they can be confident that learning is taking place and instruction is effective. Schools can look at where students are making good progress and where our efforts are less successful in moving students forward so that we can make changes quickly in response. We do not need to wait for the results of these assessments to make improvements. Teachers get a great deal of information from student work that can be used to see what is working for individual students or groups of students and what needs to be changed.

Distance Learning program

"Understand that the kids are not gonna be able to do most of the work unless they have a perfect life."

We received the comment above from a student in our distance learning stakeholder survey. It caused us to think deeply about the distance learning experience we provided in the spring and what needed to be different to ensure all of our students, not just those with a perfect life, can learn and thrive.

SB 98, the law governing distance learning in 2020-21, provides explicit expectations for the nature and quality of distance learning as shown below. We take our responsibilities in this area very seriously.

Distance learning shall include all of the following:
(1)   Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
(2)   Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
(3)   Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
(4)   Special education, related services, and any other services required by a pupil's individualized education program, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
(5)   Designated and integrated instruction in English language development, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.
(6)   Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.
(The "pursuant to" references have been removed for readability, full text available.)

Details about how we will meet these high expectations may be found in various parts of our plan. Number 1 is addressed in Access to Devices and Connectivity and numbers 3-5 are addressed in the Learning Acceleration Plan. This section of our plan will focus on number 2, academic rigor, and number 6, daily live instruction.

Stakeholders told us that live instruction was very valuable and kept students engaged in learning. In response, we have been working with our teachers to develop common expectations for the amount of live instruction provided to each student. One of the barriers last spring was the sudden closure, which did not allow us to plan training. In addition, without a common platform to provide links to training students were often confused about schedules and expectations. Planning quality live instruction via teleconference is complex, requires webcams, microphones, and software.

To support our teachers, a Google Classroom Development Team comprised of teachers with strengths in both technology and curriculum development has planned and provided training over the summer. They also recommended additional software programs and resources to strengthen online instruction. Every teacher in the district will have training in the use of Google Classroom before school starts. Teachers will also be provided with ongoing training throughout the year, as well as support and coaching for any individual challenges they encounter.

Teachers continue to use our adopted standards-aligned curriculum, including textbooks, workbooks, and online components. We have also added multiple digital learning tools that are especially useful in a distance learning environment. Using adopted curriculum helps to ensure that students are learning what they need in a grade level or course. For a list of distance learning curriculum, please see the digital resources sections below. Expect these lists to change as we learn more about what works and add tools where needed.

Our teachers will also spend time collaborating to ensure our distance learning provides the best possible instruction for our students. This work is so important that we have set aside time each Wednesday for this kind of mutual support and training. While teachers are doing this work, students will have time to catch up on assignments, study, and use independent learning programs such as Khan Academy or Imagine Learning.

Last year, the abrupt closure provided challenges. It took us some time to get devices out to those who needed them. This year, because we may face changing conditions, we will make sure our staff are always prepared in case we need to move into a distance learning environment, even if we have reopened and need to make a sudden shift. Students will have the materials they need, and we will continue to post assignments on Google Classroom, even if we are partially back at school. This year we will be ready for any sudden shifts, with equipment, instructional materials, assignment communication systems, and the ability to immediately shift to live teleconference instruction already in place.

Launchpad: easy access to software

Launchpad is a single sign-on application that serves up all district software. During the spring closure, we had 147,603 daily logins. On an average day during the closure, 77.4% of students logged in at least once.

Google Classroom

Students and families asked us to provide a single location for students to find their assignments and turn in work. Teachers selected Google Classroom to meet this need. The Google Classroom Development Team will provide initial training, ongoing workshops, and coaching to help all teachers with this tool. Training in additional tools for distance and hybrid learning will also be provided.

Teachers will be required to post assignments and to allow work to be submitted electronically through their Google Classrooms. The use of a single location for assignments will help students stay on top of what they need to complete. Students may also submit assignments on paper on days they attend school as appropriate.

Google Classroom Enhancements

- Pear Deck: an interactive presentation tool to actively engage students in individual and social learning
- Screencastify: Chrome extension that makes it easy to record, edit, and share videos of a computer screen; can include a webcam image and record sound
- Audacity: no-cost, easy-to-use podcasting software for students or staff
- Kami: Chrome extension that allows students and teachers to annotate documents
- StoryboardThat: students create storyboards with backgrounds, drop in characters, props, and dialogue bubbles (Grades 3-8)

TK-5 Digital Resources

For TK-5, we have the following resources with digital components:

- Big Day for PreK
- Wonders ConnectEd
- Math in Focus Think Central
- Twig Science
- Studies Weekly
- Scholastic FIRST
- Being a Writer
- Accelerated Reader
- Handwriting Without Tears
- Vocabulary/Spelling City
- Reach National Geographic
- Imagine Learning
- Happy Numbers
- Khan Academy MAP Accelerator
- Bedtime Math (for home)
- Scholastic News
- Readworks
- Unique Learning Systems
- Tutor.com

6-8 Digital Resources

For grades 6-8, we have the following resources with digital components:

- Springboard ELA
- Glencoe Math
- Khan Academy MAP Accelerator
- Amplify Science
- MyWorld Interactive social studies
- Senderos Level 1 (Spanish)
- Being a Writer
- Accelerated Reader
- Reach National Geographic
- Inside National Geographic
- Springboard ELD
- English 3D
- Junior Scholastic
- Readworks
- Unique Learning Systems
  - Tutor.com

9-12 Digital Resources

For grades 9-12, we have the following resources with digital components:

- HMH California Collections
- Pearson California Math
- Khan Academy
- Gizmos
- Pivot Interatices

- PhET Interactive Simulations
- Study.com
- Prentice Hall World History
- US History and Geography: Continuity and Change
- American Government
- Understanding Economics
- Spanish: Senderos, Galería, Temas
- French: D'accord
- German: Deutch Aktuell
- Latin: Lumina
- Edge National Geographic
- English 3D
- Unique Learning Systems
- Tutor.com

Best Practices in Distance Learning

#1 Prioritize live instruction
- Our students and families told us they learned the most when teachers were providing live instruction.

#2 Teach grade level content
- Identify exactly what unfinished learning needs to be addressed, when, and how.

- Do not move students backward by attempting to fill in all potential learning gaps or by duplicating units of missed instruction.

- Focus on essential scaffolding and create a brief lesson to give students enough to succeed with new learning; no need to recreate the previous unit/course/grade. *Example*: If 6th graders missed statistics last year, when the 7th grade unit starts, teachers need to do a task analysis to see what needs to be filled in. The most important piece is "measures of central tendency such as mean." Provide 1-2 lessons on the mean to create a foundation, then move on to 7th grade standards.

#3 Focus live instruction on learning that needs expert teacher support
- Spend instructional time on what students don't know rather than reviewing, and spend more time teaching subjects more difficult for parents to support such as math or phonics skills such as blending or segmenting.

Best Practices in Distance Learning Idea Bank

Plan for engagement and interaction	The most important element of success is creating interactive online experiences to boost engagement and motivation The more time students spend interacting with the material, the more they will learn Dedicate time for students to ask questions Pause periodically to invite participation Use Pear Deck, quiz assignment in GC, and other tools to increase engagement in asynchronous self-directed learning Send reading passages before the lesson so students are prepared for discussion Connect lessons to current events End with an action item for next time Show your enthusiasm and passion for the subject Consider which strategies you use in your regular classroom could be effective online
Break students into small collaborative groups	Consider the use of breakout rooms where students can work on material and interact in small groups Experienced online teachers suggest five at a time for easier management Have clear instructions for the breakout and an activity that groups can complete individually Plan groups carefully and make sure each group includes a student with leadership skills to keep the group engaged Consider asynchronous chat tools where students can interact with other students in the class Consider having study groups through Google Classroom where students study and review and comment on each other's work Remember the needs of introverts: ask students their preference, and if they hate group work, allow them to work alone Consider asynchronous discussion or chat where students need to post, but can do so at any time Consider having collaborative groups hold study sessions to share their notes and answer study guide questions
Use visuals	Most students need a visual anchor to help them focus and remember Screen share slide decks, documents, videos, and publisher resources during lessons Use the virtual whiteboard Consider allowing students to share their screens with visual elements when presenting Use larger fonts and put less information on a single slide because small print and items can be hard to see Make presentations visual with fewer words and more images and diagrams for students to view while you speak Consider using your doc cam or a whiteboard for videos

Be present	Students need to see, hear, and interact with their teachers Use live teleconference as much as possible and recorded videos at other times; our students live in a multimedia world Spend as much time on each online video lesson as you would in the classroom Help students with their learning, and participate in their discussion threads Students need scaffolds, strategies, and practice to gain independence in learning, and they get that with your support Respond to students and family inquiries within two working days

Take advantage of the opportunity to innovate	Try new strategies Remember that an implementation dip is normal; new strategies are always awkward at first, but don't give up Collaborate with colleagues to share ideas Consider both teacher and student created podcasts, maybe using Audacity (free and easy to use)
Make expectations clear	Create a warm welcome session that also includes expectations Have an introductory teleconference or video session explaining expectations and how the class will work Let students know how much time each week they should dedicate to your class on days they are not in school Communicate grading criteria early and often; share any rubric used to grade discussions or other non-doc based work Include your syllabus and grading policies in your Google Classroom in secondary schools Let students know how they should ask questions in a teleconference; raised hand, chat, or other method Set norms: *Our class will meet through Google Meet. Assignments will be posted in Google Classroom, and you can turn them in there on days you are not in class. We will adopt the same rules and norms as in a physical classroom (Be Respectful, Be Responsible, Be Safe). Just like in a regular classroom, you will need to take notes, participate by asking and answering questions, and wear classroom-appropriate clothing. For everyone's benefit, join the course in a quiet place. Turn off your video during times in class when video is distracting; I will tell you when. Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. This form of learning will be somewhat new to all of us, and success will depend on the same commitment we all bring to the physical classroom. What other norms would help our virtual classroom run smoothly?*
Teach students to use Google Classroom and other resources	Take the time to provide instruction and practice in using Google Classroom Teach students how to use their curriculum-based online resources Monitor use and reteach if needed; some students will need more help than others Teach parents of young children how to use these resources; consider sharing instructional videos among teachers
Post assignments and the schedule for the week	Post the schedule for live class sessions, lesson materials, and assignments in Google Classroom Make the due dates and expectations for submitting work electronically or on paper on person very clear Make attendance expectations for synchronous teleconferencing sessions clear and put them on students' calendars Consider adding an instruction sheet and weekly schedule if your students need that support Make sure all students (or parents of young children) know how to use Google Classroom to get and turn in assignments Remember students may have distractions and responsibilities, and be flexible with due dates when needed
Create predictable structures	Predictable structures, routines, and procedures build confidence Pause periodically to summarize Briefly review the previous lesson, preview that day's lesson, and briefly explain what will come next Consider a lesson structure starting with clear goals, then direct instruction, guided practice, and individual and group practice
Role playing and debate	Try having two students role play a situation Have small groups debate
Hands-on activities	Consider ways for students to use objects or cut paper to make math manipulatives Some science labs can be done safely and effectively at home with common items Younger children enjoy walking around their block completing an observation scavenger hunt
Include stretch breaks	Include brief physical movement breaks in teleconference lessons
Seek regular feedback	Periodically give a survey or poll students to find out what is working and not working for them
Limit assignment length	Consider the length of text; reading long sections of a novel or textbook works, reading long web pages may not Simple, clear assignments are best; write out instructions or give examples to make expectations clear
Record lessons for video on demand	One of the strongest advantages of online learning is that lessons can be accessed when students need them Consider a video explaining assignments for the week Use Screencastify or other tools to create lessons that include slide decks or other media Collaborate with other teachers in your subject area or grade level to share videos to reduce teacher workload Learn about the flipped classroom, and incorporate flipped classroom design principles in lessons
Encourage reflection with extended wait time	Pause lectures periodically and say, "I'd like you to think about. . ." Students can respond through chat or questions to random students Try think-pair-share Use reflection as a "warm call" by giving students time to formulate a response; especially effective for English learners
Encourage multimedia and creative assignments	Add student voice to class by having students share slide decks they have created Use UDL principles and encourage students to design ways to show what they know
Consider what is realistic to accomplish	Review your standards and pacing guides and determine what is most important for students to master Focus on those essential concepts and skills and abandon what is less important Consider what you might want to postpone until later in the year where classes may be meeting on campus Consider what you need to add in terms of online learning skills, like using Google Classroom

Decide on criteria for success	Clarify what you want students to know and be able to do in the subject/course, and design ways to assess Design ways to communicate student progress that go beyond the report card
Monitor student progress	Use tools such as Google Forms and Pear Deck to assess where students are in the learning progression Contact students who are struggling individually by phone or teleconference Call parents as needed and partner with them to get reluctant students engaged Follow your school's plan for referring students with technology or participation/performance problems to helping staff
Give feedback on student work	Consider how you can comment on student work, electronically on their document or through messaging, or on paper Consider posting answer keys so students can check their own work
Use supporting resources	Most students need to improve their keyboarding skills, and we provide software for this purpose Accelerated Reader provides an easy way to encourage elementary students to read at home The public library has e-cards and students can check out online books Tutor.com is available to military students in Launchpad and all students through the public library Consider teaching notetaking systems, such as OneNote or Cornell notes, to help students study
Hold office hours for individuals and small groups	This can be for individuals or small groups, and scheduled regularly or voluntary, or a combination Many teachers establish norms, like wearing school clothes (no pajamas) for office hours Teach students how to ask questions without interrupting the current speaker by signaling if they want to speak Some teachers develop signals, like a raised index finger to add to the current topic, or two fingers to bring up a new topic
Monitor student participation	To ensure students watch recorded teleconferences or videos, give a quiz afterward, and include a question asking for the secret word of the day that was given in the video Use both completed assignments and student participation information from Launchpad and Google Classroom to monitor participation when students are at home
Build community	Learn about individual students and help students get to know each other by providing opportunities for sharing Consider icebreaker activities to help students get to know each other Give students opportunities to deepen relationships and friendships by working together and depending on each other Establish clear ground rules for how students and adults will treat each other Help students find commonalities of experiences Students need to learn about you, maybe whether you have pets or children, what you like to do, what you like to read Shut down mean comments or inappropriate behavior immediately; contact parents and administrators as needed for support
Teach students to think before they write	Teach students to read their posts before sending to consider possible misinterpretation Remind students that humor or sarcasm is likely to be misinterpreted Students should use a simple, clear, polite tone Let students know that a good discussion brings light and new perspectives to a topic; not flaming heat to drive people apart
Try different assessment strategies	A brief quiz may be all you need to see if a class is ready for the next topic Consider having students take ESGI and MAP assessments at home; the purpose is diagnosis and progress monitoring Open book assessments with questions where students draw on their own experiences reduce cheating Give tests in classes and use online quizzes for checking for understanding and other formative assessment purposes
Curate resources	Having thirty links to information is overwhelming; curate resources to present two or three resources Organize resources in a practical, user-friendly way Add notes of explanation about what each resource is and how it can help
Distance learning does not mean everything is done on a computer	Remember your paper and pencil resources
Consider individual needs	Become familiar with your students' IEPs and 504 Plans and consider accommodations and how technology can assist Remember some students may have responsibilities and allow for asynchronous learning as possible Students may have an occasional tough week and need some extended time to complete assignments
Teach about plagiarism and intellectual property	Provide age-appropriate lessons about respecting the work of others Use strategies for helping students understand the difference between their original work and work which must be cited

Icebreakers for online learning

Some of these are designed for adults, but appropriate for older teens. Others can be used with young children.

- Aristotle's Café Toastmasters Table Topics: The Definitive Guide (2020)
- Best Online Teaching Strategies Virtual Icebreakers (sorted by grade level)
- Big Huge Labs Trading Card Maker
- Inspiring Life Dreams Discussion Questions
- Medieval personality test for older students (use fake name and e-mail) https://kingdomality.com/the-personal-preference-profile-test/
- Poll Everywhere 50 Fresh and Fun Icebreaker Questions to Kick Off Your Event
- SymoTraining 21 Free Icebreakers to use for Online Teaching
- Teampedia Would You Rather
- Toastmasters Table Topics Database
- University of Illinois Ice Breaking Activities
- University of Wisconsin Ice Breaker Activities

Professional Development

We have provided information about our current professional development plan, but expect additions during the year as we find out more about staff needs as we implement distance learning and find out more about student learning losses. We have four professional development strands for 2020-21. Details about training sessions, the training calendar, and registration links are available to staff in OMS.

All planned professional development will take place through teleconference or video. No in-person professional development or meetings are planned at this time. Staff will have access to tech support through the district's Help Desk. (Students needing technology support need to contact the designated person at their school.)

Equity
- EPOCH videos
- Equity Keynote from Tovi Scruggs-Hussein on April 11
- Staff Equity Training from Tovi Scruggs-Hussein
- Student Equity Leadership Training from Tovi Scruggs-Hussein

Google Classroom & Distance Learning
- Google 101
- Google Classroom Basics Part 1: Setup and Students
- Google Classroom Basics Part 2: Stream and Assignments
- Google Classroom/Online Instruction Modules with James Neal from SCOE
- Google Meet
- Introduction to Google Docs
- Introduction to Google Slides
- Kami
- Making Videos with Screencastify
- Pear Deck Interactive Slides
- Shake Up Learning: online Google Classroom training
- StoryboardThat
- Using Google Drive and Calendar

Mathematics & STEM
- 21st Century Teaching and Learning from YouCubed at Stanford University
- Arduino and Sensor-based Robotics at UC Davis C-STEM Center
- Khan Academy MAP Accelerator
- UC Davis Saturday Seminars from the UC Davis Math Project

Special Education, Behavior & UDL
- Sensory and Fine Motor Skills
- Suicide prevention
- Universal Design for Learning: Self-Paced Modules from SCOE
- Verbal De-Escalation and Behavior Management

Staff roles and responsibilities

Here are some examples of how our staff stepped up to do whatever it took to continue to serve students when schools abruptly closed last year.

- Staff in many job classifications helped with breakfast and lunch distribution so that our students would not go hungry.
- Our Technology staff, along with Health Services staff, distributed laptops and iPads to students so they could access online learning.
- Administrators and other staff delivered technology and instructional materials to student homes when families were not able to come to school.

In 2020-21, we anticipate some needs that our staff could fulfill by broadening their roles and responsibilities and working to their strengths, and moving elements of their regular responsibilities into the online world.

- Answering school phones from home through the use of the GoToConnect Jive system app.
- Distributing technology and maintaining records of what is checked out to students.
- Providing afternoon music and PE enrichment experiences for elementary students.
- Calling families when students are not participating in distance learning to find out what is going on and to refer the family for the support needed.
- Mentoring students who need friendly encouragement to complete and turn in assignments.
- Supporting students with organizational skills and time management.
- Checking in with students who are feeling sad or alone as a friendly support and making referrals as needed.
- Scanning transcripts so they are available electronically.
- Painting facilities and taking care of small maintenance tasks that are difficult to complete when students are in classrooms.
- Going through archived records to determine what needs to be kept and what should be shredded.
- Reading stories to elementary students through teleconference.

Current Budget

Costs shown below represent expenditures to date, planned expenditures, and staff salaries directly related to this plan. Because we do not know exactly what needs we may have in the future, especially if we reopen for in person instruction, this budget cannot be considered final and will be subject to continuous change. "Contributing" indicates the expenditure contributes to increased or improved services for foster youth, English learners, and low income students.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing (Y or N)
Personal Protective Equipment (PPE) and other sanitizing and safety equipment, such as plexiglass barriers (*Note:* We anticipate costs to rise here when schools reopen)	$75,000	N

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing (Y or N)
Distance learning materials costs, including school supplies for young children, distribution bags, print materials to enhance our curriculum and provide some screen-free learning time (Scholastic News magazine and handwriting workbooks, for example), World Language programs that include textbooks and online language programs, costs associated with the elementary enrichment program we are planning, and some additional piano keyboards for high school students learning to play the piano in distance learning	$492,948	N
Software, licenses, and subscription website access for tools that support distance learning, including G Suite Enterprise (enhanced functionality and security), apps for young children learning to read, online access to science simulations, high school study support, Launchpad to provide a single location with a single password to access all of their online learning tools, such as Google Classroom and district-provided software, Accelerated Reader, and tools such as Screencastify and Pear Deck to help teachers create interactive and engaging distance learning experiences	$150,782	N
In anticipation of increased demand, additional laptops and connectivity to add to equipment already available for students to check out	$311,143	N
Initial and ongoing training for teachers and other instructional staff in Google Classroom and its components and associated G Suite tools, Shake Up Learning subscriptions for online training for every teacher, hourly compensation for Google Classroom Training and Development Team, hourly compensation for teachers participating in summer Google Classroom Training	$42,100	N

Actions to Address Student Learning Loss

Description	Total Funds	Contributing (Y or N)
English Language Development (ELD) and academic support for secondary English learners	$36,855	Y
Reading intervention, ELD and intensive academic intervention from elementary Intervention Specialists	$631,998	Y
Learning acceleration coordination, Khan Academy MAP Accelerator to improve math skills in students in grades 3-8, middle school math class size reduction, instructional materials targeting learning loss, and tools including NWEA MAP assessments and ESGI to measure student learning and identify what the student needs to learn next to close achievement gaps	$373,072	Y

Additional Actions
Mental Health/Socio-Emotional Wellness, Student Engagement, Family Outreach, School Nutrition

Description	Total Funds	Contributing (Y or N)
Equity Action Team, anti-racist instructional materials, access to books by authors representing our students, professional development for staff, leadership training for students	$65,000	Y
Mental health and socio-emotional wellness support from social workers	$529,892	Y
Family outreach from bilingual Family Liaison, parent training, Aeries Communications family communication system with automatic two-way communication in multiple languages, outreach to engage students in distance learning from Student Support Specialists	$423,335	Y
School nutrition: meal preparation and distribution at four sites during distance learning; providing breakfast and lunch with safe distancing when we return to school	$100,000	N

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
5.72%	$2,618,544

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.

The following actions and services are principally directed toward and effective in meeting the needs of foster youth, English learners, and low-income students as shown by data, most from previous years. We considered the needs of these student groups as well as individual student needs when planning enhancements to our distance learning and when planning hybrid programs if we are partially able to return to school. A key feature of support is increased learning time, including English Language Development instruction and intervention instruction that students receive on top of what other students receive in the classroom.

Aeries Analytics

We use Aeries Analytics to analyze student performance data and monitor student performance. Our foster youth, English learners, low income students and their families will see immediate benefits in the fall when we use Aeries Analytics to measure learning loss. We will compare NWEA MAP scores in ELA and math from winter of last year with the NWEA MAP assessments we administer at the beginning of the school year to measure learning loss, with math coming first because of the urgency of starting catch up instruction with Khan Academy. We will upload the difference between the winter and fall scores in Aeries so we can identify students experiencing significant learning loss. The tools in Aeries Analytics will allow us to quickly create learning loss charts that show which students are most in need of extra support. Staff can click on performance levels on these charts and get a list of students in that performance group.

Aeries Communications

Last spring, Aeries Communications was an invaluable tool for communicating with stakeholders in a very uncertain time. We selected this system because of its ability to automatically translate text messages and emails into the language selected by the family. There are over a hundred languages available, and it works very well for our families. A parent can type a message in their language, and our teacher can read it in English. This allows rapid communication without the need to wait for a translator. It also gives parents of English learners access in real time to all the same information other parents receive.

Intervention Specialists

We are expecting that foster youth, English learners, and low income students are likely to have significant learning losses. Our Intervention Specialists will provide focused designated ELD to get our English learners, who had been making great progress, moving again. Our English learners have thrived with their support, and we expect they will be able to accelerate progress. Their other area of focus is to support young students who are learning to read. The Intervention Specialists have a very strong track record in this area, with data from previous years showing their students consistently show gap-closing growth, with African American students showing the most improvement, followed by unduplicated students (foster youth, English learners, and low income students).

During the school closure, they continued to provide reading instruction through teleconference. We are very interested to see how learning losses in this group compare to learning losses for children not receiving their help. They are also a key resource for helping students most affected by the closure catch up.

Khan Academy MAP Accelerator

We are implementing the Khan Academy MAP Accelerator to address learning losses, which we hypothesize are likely largest in foster youth, English learners, and low income students. For students in grades 3-8, their NWEA MAP math score is used to prescribe an individual pathway in Khan Academy. Students and families identified Khan Academy as one of the tools that was the most helpful last spring. It is especially helpful in families where parents are not comfortable explaining Common Core math, and want a resource that provides real instruction to show their children how to do the problems. Khan Academy delivers clear, expert instruction and guided practice, creating a very strong learning environment for distance learning.

Launchpad

A few years ago during stakeholder consultation with families related to LCAP development, many parents told us that a single sign on solution should be a priority. They told us that finding where to log in and remembering usernames and passwords was so complicated their students did not use provided software very much. In response, we implemented Launchpad. Students can click the astronaut link on any district website and log in to Launchpad, which provides a single location to access all software, including Google Classroom, without a need to log on to each program.

In the spring, during the school closure, usage data showed that we had 147,603 daily unique logons. On an average day during the school closure, 77.4% of students logged in to Launchpad at least once.

This program is critical to foster youth, English learners, and low-income students. It lowers the bar for accessing assignments and learning activities. If software is to be effective, it must be accessible. Over the summer, elementary school English learners kept the devices we had loaned them in the spring and used them to access *Imagine Learning*, a program that patiently teaches English phonics and reading skills. Because we have Launchpad, we rarely have problems with forgotten usernames and passwords, and students can get right to learning without any barriers.

NWEA MAP and ESGI Assessments

We use ESGI to see where our youngest learners are in the learning to read process, and whether they can identify numbers and have other basic math skills. NWEA MAP is used through the 10th grade to track student ELA and math skills. These assessments are part of our progress monitoring system, and are essential for foster youth, English learners, and low income students who may be showing the greatest learning losses this year. We need the assessments so we can target particular skill areas to help students move rapidly forward to close learning gaps.

Scholastic News and Junior Scholastic

Low income students, foster children, and English learners may not have as many books in their homes as other students, and these Scholastic magazines provide a high interest print resource that all children in the family can read. In addition, there are online components that extend the stories in the magazine. This resource is especially important in a distance learning environment where access to the school library, the usual source of independent reading, is limited.

Social Workers

Our social workers provide many kinds of support to low income students, foster children, and English learners, and their families. They have expertise in connecting families with community resources to obtain basic needs, including clothing, food, housing, and medical care, and this support is very much needed right now because many people in our county have lost jobs due to the coronavirus. It can be hard to know where to turn when you need help, and social workers can help with that.

Last spring, social workers provided mental health support during the school closure through a variety of activities, including a weekly Wellness Club and support delivered through teleconference and phone. Our social workers provide problem solving support, mental health support, and a wide range of services to help students who may lack support at home. Their services are effective in meeting student needs as shown by their impact on suicidal ideation and other concerns. We are expecting the need for mental health and socio-emotional wellness support to be greater than ever next year because of the virus, the economy, and the racist violence this summer. Our students are fortunate to have access to this kind of professional support.

Student Support Specialists

Our student support specialists are part of our tiered system for reaching out to support students who are not participating in distance learning, and we expect that foster youth, English learners, and low income students may have the greatest barriers to participation. Our student support specialists know many of these students by name and need, and they are a friendly voice reaching out to get students on track, or to make a request for a laptop or other needed items and support. When we are at school, they plan inclusive recess activities that help students build friendships, and students talk to them when they are upset. Their empathy and positive outlook will translate well to a distance learning environment.

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

When schools abruptly closed last spring, we needed to figure out how to serve our foster youth, English learners, and low-income students. Many students in these groups had a challenging spring. It took us some time to get technology distributed to all students in need, and their parents were often leaving the home because they were essential workers and not available to help with schoolwork.

Where student engagement faltered, we had staff working with these students and their families, and we learned a great deal from that process about what would be needed if these groups were to benefit from distance learning. Our Intervention Specialists experimented with a variety of strategies to provide targeted direct instruction to close learning gaps. They learned about what was effective, and are using that learning to build their plan for 2020-21.

We are improving service to foster youth, English learners, and low-income students by more than 5.72% by increasing technology available to check out to students, taking a more proactive and long range approach to family connectivity, establishing a clear, tiered system for re-engaging students, providing improved online learning resources, responding to student and family requests for a single place to find and turn in assignments by training teachers and implementing Google Classroom, and providing online learning programs that are interactive in interesting. We were not able to give the assessments we use to measure progress in the spring, but for 2020-21, we can give the assessments at home or at school, depending on learning conditions. Our improved ability to assess is key: we need to identify learning gaps and losses before we can fill them.

The actions and services listed above have a differential positive effect on the students most likely to disengage from learning. Providing technology and providing supplementary instruction levels the playing field. Improving the systems that support our distance learning, such as the implementation of Google Classroom and teacher training, and engaging software to fill in gaps from last year, will also help. In addition, our teachers will be providing more live instruction in 2020-21, making it easier to build supportive relationships with the students who may be struggling the most.

California Department of Education, July 2020

Looking for plan elements? Please see the text in purple.

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Page 1	Page 1	Page 1

General Information

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

Page 2

Stakeholder Engagement

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

Efforts to solicit stakeholder participation and feedback (page 3)

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

Participation options for public meeting and public hearings (page 3)

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

Summary of feedback provided by specific stakeholder groups (page 4)

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

Aspects of plan influenced by stakeholder groups (page 5)

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Health and Wellness section (page 11-16); Assessment plan (page 23); Learning acceleration plan (page 22); Equity-Based return to school (page 24)

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

Description	Total Funds	Contributing
Page 34	[$ 0.00]	[Y/N]

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.]

Distance Learning Program (page 26-32)

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.]

Access to Devices and Connectivity (page 20)

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.]

Monitoring Student Engagement (page 17)

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.]

Best practices in distance learning (page 30-32); Professional Development (page 33)

Staff Roles and Responsibilities

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

Staff Roles and Responsibilities (page 33)

Supports for Pupils with Unique Needs

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

English Leaner Support (page 24); Equity-based return to school (page 24); Academic support for students with exceptional needs (page 24); Academic support for low income, foster, and homeless students (page 24)

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

Description	Total Funds	Contributing
Page 34	[$ 0.00]	[Y/N]

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.]

Assessment plan (page 23)

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.]

Some student groups require specialized support (page 23); English Leaner Support (page 24); Equity-based return to school (page 24);

Academic support for students with exceptional needs (page 24); Academic support for low income, foster, and homeless students (page 24)

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.]

Measuring effectiveness of acceleration strategies (page 25)

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

Description	Total Funds	Contributing
Page 34	[$ 0.00]	[Y/N]

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.]

Professional Development (page 33); Mental Health, Equity, and Socio-Emotional Wellness (page 17); Addressing Racism and Trauma (page 18)

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 is not engaging in instruction and is at risk of learning loss.]

Outreach and engagement support (page 17)

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.]

Lunch Program (page 19)

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

Section	Description	Total Funds	Contributing
Page 34		[$ 0.00]	[Y/N]

Increased or Improved Services for Foster Youth, English Learners, and LowIncome Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and LowIncome students
Page 35	Page 35

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.]

Page 35

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

Page 36