

# 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
[Santa Ana Unified School District]	[Sonia Llamas, Assistant Superintendent, School Performance and Culture]	<a href="mailto:sonia.llamas@sausd.us">sonia.llamas@sausd.us</a> 714-558-5805]

## General Information

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

[SAUSD students and families have been greatly impacted by the COVID-19. The City of Santa Ana has 324,528 (2010 Census) residents and is considered one of the most concentrated populations in the nation. Santa Ana is the most populous city in the county, and the 8th most densely populated urban city in the United States. In Santa Ana, many families live below the poverty line and often work multiple minimum wage paying jobs with long hours, yet continue to lack the finances to provide essentials, such as consistent shelter, food and clothing for the family. 44.5% of adults are considered non-graduates within the city.

Santa Ana Unified School District is the 10th largest public K-12 school district in California and the second largest in Orange County, serving over 45,000 students. SAUSD serves a high need student population that has been negatively impacted as a result of the COVID-19 pandemic. In SAUSD, 96% of students are Latino; 80% eligible for Free and Reduced Lunch; 34% are identified as English Learners; 13% of students are homeless; 13.5% are students with disabilities and the District serves 226 foster youth.

Low-income communities, such as Santa Ana, are more likely to be exposed to the virus, have higher mortality rates, and suffer economically. In times of economic crisis, these vulnerabilities will be more pronounced. As of August 27, 2020, Orange County had 44,212 cumulative COVID-19 cases. Santa Ana had the highest number at 9,207, over 19.4% (or roughly 1 out of every 5) of the county’s cases.

80% of our families have lived with significant economic hardship. The vast majority of SAUSD students and their families have been impacted economically as they have lost employment if their work was not considered “essential” during the State closure or if they needed to stay home to care for children during the school closure. Many families depend on jobs in fields like retail, hospitality, childcare, that cannot be performed remotely, and in the US the majority do not offer paid sick leave or health insurance. Well over 80% of SAUSD families do not have the resources necessary to weather a lack of income, and even stocking up on food can represent an impossible financial hurdle. Many families have not qualified for support through the government relief programs, such as the Families First Coronavirus Response Act, due to their lack of awareness, or lack of eligibility due to employment type, income threshold, or immigration status.

The vast majority of SAUSD students and families face challenges in providing continuity of education that SAUSD continues to address. Key areas of concern are lack of computer devices and internet access as well as academic support at home. SAUSD's LCA Plan includes a comprehensive plan to provide high quality distance learning opportunities for our general education and special education students.

Our migrant education families continue to be heavily impacted during the COVID-19 pandemic. Among the most pressing issues that families have shared, include access to food and other essential items such as diapers. Although many of our families are considered essential workers, some parents have been sent home without paid leave. There has been much anxiety surrounding the issue of being able to afford rent and other essential items. Many migrant parents have asked questions regarding legal rights and government financial relief. Transitioning to distance learning has also created issues even for families with internet access since many families are in crowded spaces with multiple students online at the same time. Students have voiced their concern regarding how the current pandemic will impact their college experience. There are a number of seniors who originally planned to attend Cal State/UC and applied to several universities have since then decided to stay closer to home and attend community college for 2 years then transfer. Students, whose parents have been furloughed and/or temporarily sent home without pay also have concerns regarding paying for their university experience and seeking information on how to report changes in income to institutions as well as FAFSA.]

## Stakeholder Engagement

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

[In preparing for the 2020-2021 school year, SAUSD established a committee of stakeholders called the Innovative Design Team. This team included site administrators, teachers, department heads and experts representing all levels of the organization. The plan for reopening schools was presented at three board meetings in June and July of 2020 where feedback from the community was elicited and utilized to inform the plan. This plan forms the foundation of the SAUSD Learning Continuity and Attendance (LCA) Plan. Parent and community input were gathered during parent leadership meetings. Our DAC/DELAC reviewed the plan and provided feedback during a meeting scheduled on August 25th. In addition, our parents of students with disabilities were able to provide input during the Community Advisory Committee (CAC) meeting on August 27th.

Additionally, three different surveys administered during the last week of summer school:

1. Summer School Student Survey (Gr. K-3)
2. Re-opening of School & Summer School Student Survey (Gr. 4-12)
3. Summer School Teacher Survey

SAUSD students (Gr. K-3) who participated in the summer school program were invited to complete a survey regarding their summer school experience. SAUSD students (Gr. 4-12) were invited to complete a survey regarding their thoughts on the re-opening of schools this fall and their distance learning experience. In addition, students who participated in the summer school program received an additional set of questions about their summer school experience. SAUSD teachers were surveyed regarding their experience providing distance learning during summer school. We received 1,508 (K-3), 2,656 (4-12), and 322 (Teacher) survey responses. The results from these surveys informed the professional development for teachers as well as training and learning opportunities for students and their families that were needed for students to have access to high quality learning experiences within an online and/or hybrid classroom instructional setting.

Further stakeholder feedback was gathered through surveys that were sent to teachers, parents and families related to the opening of school. As parents are more responsive to the school sites than they are with the district office and some parents will only be reachable via phone calls, SAUSD established a process where school sites would send the “Resuming Instruction Parent Survey” out directly to their parents and provide follow up contact as needed. SAUSD’s Research and Evaluation Department created a Google Form Template that was pushed out to every school site. Each site was able to adapt their copy of the template, which allowed for both consistent data collection on key district questions and tailored survey items to meet each school site’s specific needs. Each site was asked to identify a staff member to handle any edits to the Google Form Template and email their contact information to Research and Evaluation. The survey was linked to SAUSD’s Aeries student management system to ensure that all students were included in the survey and enable schools to drill down to the student level, identifying specific preferences and risk and identifying missing students. The parent/family survey asked families about their preferred instructional model (fully online, hybrid), their COVID risk, and access to technology devices and the internet. The survey went live on July 13, 2020. As of August 19th, responses for 21,117 students had been received with 24,560 still outstanding.

In July/August, 2020, feedback was gathered from our parents of children with special needs. Results from the survey were shared with district and school administrators to inform them about parents’ needs and/or concerns regarding the reopening of school. The questionnaire addressed topics such as health and safety including personal protective equipment, transportation, distance learning, preferences regarding return to school (virtual or hybrid), internet accessibility, computer hardware, and necessary supports, etc. The survey was available to our families in three languages, English, Spanish and Vietnamese. As of August 18th, responses for nearly 2,200 parents were received.

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

[Board Meeting procedures have been adjusted to accommodate remote participation in board meetings, including public hearings. The Public Communication Office makes any and all supporting materials available to the public. They may be reached from 8:00 a.m. – 4:30 p.m. at (714) 558-5555. Public Comments at Board Meetings: The agenda shall provide members of the public the opportunity to address the Board regarding agenda items before or during the Board’s consideration of the item. The agenda also provides members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. Audience members wishing to address the Board on the agenda or an item of business in the Board’s jurisdiction must fill out the Request to Address the Board of Education card located outside the District Board Room in the foyer. This card is to be submitted to the Executive Assistant. To address the Board by telephone during public presentations, individuals were able to submit the Request to Address the Board of Education card by using the links (one for English and one for Spanish) by 6:00 p.m. the day of the Board meeting. Those unable to attend the Board meeting in person, you can email the Office of the Superintendent at [suptoffice@sausd.us](mailto:suptoffice@sausd.us). All emails received by 5:00 p.m. the day of the meeting will be distributed to the Board of Education prior to the start of the open meeting. Comments received after 5:00 p.m. will be distributed to the Board at the earliest opportunity after the meeting. All meetings are available to watch in real time as well as an after the fact recording via live streaming on our SAUSD webpage. All Board meetings include live closed captioning and sign language translation.

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

Feedback was elicited from the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) during the scheduled meeting on August 25, 2020. In addition, feedback was gathered from the Community Advisory Committee (CAC) meeting on August 27, 2020. CAC is a committee that focuses on the advocacy and support for students with disabilities. ***The data is currently being reviewed and key findings will be included here.***

## Survey Data Findings

We received 1,508 (K-3), 2,656 (4-12), and 322 (Teacher) survey responses for the end of summer surveys.

### **Summer School Student Survey Grades K-3 Results**

**Finding 1.** The majority of the students (73%) within both programs indicated their desire to participate in summer school again

**Finding 2.** There appeared to be positive feedback for summer school among K-3rd graders within both programs.

- 81.6% of the students liked/enjoyed attending the live meetings every day
- 87.4% of the students like/enjoyed the small group meetings with their teacher
- 84% of the students reported that they learned how to use new online tools

### **Summer School & the Re-opening of School Student Survey, Grades 4-12 Results**

#### **Summer School: (Summer Program Participants):**

**Finding 1.** 52% of the students who completed the survey participated in the Summer Bridge program and 24% participated in the Summer Enrichment program

**Finding 2.** 61% of the students indicated that their teachers provided opportunities for the students to break out into small groups for collaboration, and 89% of those students found working in small groups helpful.

**Finding 3.** 57% of the students reported that their teachers pulled a small group of students for live lessons, and 94% of those students found the small group live lessons helpful.

**Finding 4.** The majority of students either agreed or strongly agreed that they liked attending the live meetings every day (58.4%), enjoyed their small group meetings with their teacher (65.2%), and learned how to use new online tools (70.7%).

**Finding 5.** Over 50% of students indicated they agree/strongly agree that they would like to participate in summer school again.

**Finding 6.** The top three responses regarding the most memorable part of summer school included the following: academic content (22.9%), good/fun memories (14.5%), and new learning apps/tools (14.2%).

**Finding 7.** A majority of student respondents commented that academic content (20.7%) and/or teachers (getting help, videos, etc.) (20.1%) helped them learn.

#### **Re-opening of School:**

**Finding 1.** Student concern about attending school in person this Fall

- 11.9% are extremely concerned
- 17% are quite concerned
- 23% are somewhat concerned
- 24.6% are slightly concerned
- 23.5% are not at all concerned

**Finding 2.** Full-time virtual learning

- 44% of students reported that they were unsure whether full-time virtual learning should be an option.
- 27% reported that full-time virtual learning should not be an option
- 29% reported that full-time virtual should be an option

**Finding 3.** Students' #1 preference for instruction this fall was a hybrid model with instruction happening both onsite and online.

**Distance Learning:**

**Finding 1.** A majority of the students responded that the distance learning tools provided by the school (i.e., video calls, Google Classroom, Canvas, and learning application) were either quite easy (40.3%) or somewhat easy (23.2%) to use.

**Finding 2.** More than 50% of the students did not have an adult at home to help with completing assignments and/or activities nor to help keep students on track.

**Finding 3.** Some of the challenges reported by students appeared to be consistent among High School students:

- Taking care of younger brother or sister (10-12<sup>th</sup> grade)
- Feeling unmotivated to do work (9-12<sup>th</sup> grade)
- No quiet space to work (10-12<sup>th</sup> grade)

**Finding 4.** A majority of the students responded that they were either somewhat satisfied or quite satisfied with their overall distance learning experience.

**Summer School Teacher Survey Results**

**Finding 1.** 52% of the teachers reported that their comfort with distance learning tools and strategies increased to a great extent after receiving training and support from the district curriculum specialists.

**Finding 2a.** The top five tools that teachers indicated that they feel very comfortable using included the following:

- Google Classroom (85.5%)
- Whole group live lessons (82%)
- Google Meets (75.3%)
- Live small-group teacher-led differentiated lessons (59.9%)
- ST Math (56.6%)

**Finding 2b.** The top five tools that teachers reported not feeling comfortable using included:

- Fluency tutor (11.1%)
- Imagine learning (11.1%)
- Myaccess.com (11.1%)
- Studysync (10.8%)
- Desmos (10.6%)

**Finding 3.** The top three supportive resources for providing effective instruction included:

- Virtual meetings with colleagues who you already had been collaborating with (72.6%)
- Asynchronous sessions in the Google Classroom (i.e., coursework assignments listed in the Google Classroom with videos & documents) (72%)
- District-created Google Classroom to use with the students (67.5%)

**Finding 4.** Approximately 50.3% of teachers said that they did not have small group meetings with curriculum specialists (arranged by request/need)

### **Resuming Instruction Parent Survey Results**

#### **Description:**

On July 13th, 2020, SAUSD released the Resuming Instruction Parent Survey. The purpose of this parent survey was to collect information to support the resume of instruction. Families were asked about their preference of instruction for each of their children, different from previous surveys where information was gathered anonymously. The goal is to have 100% of the student information collected. The Google Form Template allowed for consistent data collection on key district questions, but also allowed sites to tailor the survey items to meet the site's specific needs. Sites were encouraged to use other ways to gather information as well, e.g. phone calls. Data from this survey has been uploaded into Aeries and site personnel continue to reach out to their families and gather information. Staff were requested to enter this data into Aeries directly, so that data is complete and accurate. Four items from this survey were collected and uploaded into the District's Student Information System: option for the start of the school, identifying if a child might have conditions that are at increased risk of severe illness from COVID-19, student's access to a functional device (Chromebook, iPad) and student's access to the internet.

#### **Summary of Findings:**

As of August 19, 2020, 21,117 responses had been gathered. Schools continued to reach out to parents to complete their data collection. Respondent data results included:

- 49.6% of parents wanted to resume instruction fully online
- 49.5% preferred a hybrid approach
- 11.6% of parents indicated that their children were at increased risk of severe illness from COVID-19
- 83.8% of parents indicated that their children had functioning devices and 89.8% had access to the Internet
- 16.2% of families indicated that their students did not have a functioning device
- 10.2% did not have access to the Internet

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

[Based on survey data results, SAUSD significantly increased the order for both computer devices and hotspots for internet access. Currently, SAUSD has hot spots for roughly 50% of students. To serve families with multiple students a more robust multi-user hotspot model was also purchased. In response to family outreach, resources webpages and live hotlines were initiated to serve direct needs in terms of food, shelter, hygiene, and financial resources. To support and monitor student engagement, all teachers will complete learning engagement plans on a daily basis, Go Guardian will be utilized to monitor student on-line presence, and a tiered intervention plan has been established for students who are absent from learning. The Summer School Teacher Survey results were utilized to develop the professional development course content and as well as the selected district-wide digital tools in order to maximize teacher capacity for successful effective distance learning that addressed the needs of all students. Parent Square has been purchased to provide flexible convenient access for parents and families to district and site communication channels. Increased opportunities for individual support including check ins, teacher office hours, and redirecting of staff roles towards increased outreach and tutoring support.]

## 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.]

[SAUSD's reopening plan was developed and board approved on July 7, 2020, which directs all sites to be prepared for changes in stages of reopening. SAUSD is ready to pivot between Stages 1-4 based on Federal, State, and County orders for school openings. Additionally, guidance for targeted closures related to Covid-19 diagnoses or exposures will be directed by the Orange County Health Care Agency (OCHCA). Each school site submitted a re-opening plan that calls out how they will implement in-person instructional offering during Stages 2 and 3 within a Hybrid Model. Specific hybrid models for grade level spans (Elementary, Intermediate, and High School) have been created in order to maximize student access to in-person instructional offering. Classroom spaces have been reconfigured to allow a maximum number of students in each classroom per day elementary) and period (secondary) so that physical distancing can be maintained.

To ensure the health and safety of staff, students, and parents when in-person instructional offerings are initiated, SAUSD has established clear guidelines for daily cleaning routings, contact control, screening for COVID-19 related illness, hygiene, personal protective equipment (PPE) including masks/face coverings, and physical distancing. Masks, hand sanitizer, thermometers, gloves, etc. have been purchased for distribution at each school site for staff and students. Additional disposable PPE has been purchased in the event that PPE is lost or forgotten. Labels for ground and walls have been purchased for social distancing measures and clear barrier panels have been installed for staff in high traffic areas. Each school site has established a health monitoring room that is specifically utilized for individuals exhibiting potential COVID-19 symptoms. Each school site's reopening plan includes a description of how these guidelines will be put in place at their school site.

When reported Covid19 cases decrease in Santa Ana and it is deemed safe to provide in person services, the Extended Learning program will support parents and families with full day child care services. During this extended day, program staff will ensure students are participating in

online classes, offer technical support, provide academic assistance with asynchronous assignments and homework, ensure enrichment activities and health and wellness.

The assessment plan described in the Pupil Learning Loss section of this document continues to drive instruction for in-person as well as distance learning context. This assessment plan includes initial screening, formative and summative assessments that will inform the instructional schedule that accommodates interventions and differentiation within the adopted hybrid model schedules.]

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

Description	Total Funds	Contributing
Personal protective equipment including masks for adults and children, face shields, and sneeze guards will be purchased to ensure safety of students and staff.	\$31,772,866	N
Sanitation, safety, and screening equipment, supplies, and related signage will be purchased, including plexiglass partitions, cleaning solution, thermometers, wipes for school offices and classrooms, disinfectant foggers and sprayers, air purifiers, gloves, hand sanitizer, and hand sanitizer dispensers.	\$11,000,000	N
Custodial and maintenance staff will utilize specialized equipment and supplies in order to implement cleaning and sanitizing protocols as well as to reconfigure furniture and mark buildings/outside areas to facilitate expectations for traffic patterns established for movement, passing periods, and assigned seating.	\$15,000,000	N
Transportation schedules as needed will be realigned with Hybrid in-person learning school schedules	\$17,141,553	N
Mandated professional development will be provided for all site staff related to practices related to physical distancing protocols (i.e. traffic patterns established for movement, passing periods, assigned seating) hygiene, physical distancing, personal protective equipment, etc. to reduce the spread of COVID-19 as well as protocols for the transition from distance to in-person instructional settings.	\$5,846	N
Student and parent training related to physical distancing protocols (i.e. traffic patterns established for movement, passing periods, assigned seating, student drop off, lunch and recess procedures) hygiene, physical distancing, personal protective equipment, etc. to reduce the spread of COVID-19.	\$219,594	N
Staffing to provide supervision and support for students for asynchronous work within designated Learning Labs to provide technology access, Wi-Fi, tutoring, and resources on school sites.	\$9,203,623	Y

## **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.]

SAUSD's reopening plan for full distance learning stresses site-based accountability. Site plans are based on "best practices" that emerged from lessons learned in emergency distance learning implementation that began in March 2020. A clear expectation has been established that teachers and staff must build relationships and explicitly teach student expectations for distance learning (Positive Behavior Intervention Support Expectations). Professional development was provided to all teachers to ensure capacity for utilizing SAUSD selected LMS options (Google Classroom and Canvas) along key digital tools including videoconferencing, screencasts, Nearpod, Flipgrid, and YouTube. Our Family and Community Engagement (FACE) staff have developed synchronized training for parents and caregivers regarding communication tools (Parent Square, email), and accessing information and programming (LMS, Google classroom family resource site) and gathering feedback about additional training needs.

SAUSD key standards for content areas are communicated through redesigned curriculum maps for remote learning. These remote learning pacing guides (ex: [Algebra 1 pacing guide](#)) include priority foci for instruction and pacing recommendations. They also include additional resources for student-facing materials to promote access and differentiation. Teachers will utilize screening/diagnostic, formative, interim, and progress monitoring assessment to identify student needs. Key details will include:

- What student support looks like for (site administrators, teachers, classified staff, etc.)
- Minimum number of hours of instruction/expectation per day by grade level
- Recommended daily 3-hour maximum of on-line learning with additional time spent off-line.

Curriculum pedagogy, best instructional and assessment practices to integrate into instruction include competency-based learning, project-based learning, interdisciplinary collaboration, student portfolios, essential state standards alignment focus, accelerated learning strategies, cross-age tutors, Universal Design for Learning (UDL), flipped classroom model, and Internship courses (9-12.)]

## 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.]

[SAUSD reached out to families through a range of channels in order to maximize connections, using ParentSquare as new tool that allows parents/caregivers to be reached via RoboCall, text, and email. SAUSD also uses the direct phone calls, home visits, District/site webpages and our public access television station, Channel 31. Through these communication methods, SAUSD has pushed out surveys as described in the Stakeholder Engagement section of this plan in order to determine individual student device and connectivity needs.

SAUSD has enacted a multi-pronged approach to ensure access to devices and connectivity for all pupils. New chromebooks and hot spots have been ordered to ensure that all students have access to working devices. Each school site has initiated a process to verify and update inventory through Destiny and assignment of chrome books/devices and hot spots to students. Each school site utilized their school site inventory results and the Resuming Instruction Parent Survey responses to identify which students need chrome books and hot spots through analysis of checkout lists and the Resuming Instruction Parent Survey and followed up with those students in need of a device or hot spot. Each school submitted a report to Educational Services to facilitate the transfer of existing devices between schools to ensure maximum access while the District waited to receive the devices and hot spots that were ordered to be delivered. A distribution plan for new devices as they arrive has been developed and is implemented as soon as they are received.

<b>Chromebooks Order</b>	<b>QTY</b>	<b>Date Ordered</b>	<b>Delivery</b>
<b>3-6-9 Refresh</b> Chromebooks	10,660	Ordered 5/12/2020	Delivery in Early September 2020
<b>Adult Transition/NPS</b> Chromebooks	250	Ordered 7/9/2020	Delivery in Late September 2020
<b>TK-1 Refresh</b> Chromebooks	6,639	Ordered 7/17/2020	Delivery in Late September- Mid October 2020
<b>2 Refresh</b> Chromebooks	3,400	Ordered 7/17/2020	Delivery in Late September- Mid October 2020
<b>TK-2 Refresh</b> Chromebooks	1,361	Ordered 7/21/2020	Delivered by Data Impression (Arey Jones)
<b>iPads Order</b>	<b>QTY</b>	<b>Date Ordered</b>	<b>Delivery</b>
<b>Special Ed - iPads</b>	580	Ordered 7/08/2020	Received 290/Remaining 290 Late August 2020
<b>3-6-9 Refresh - iPads</b>	229	Ordered 7/14/2020	Delivery in Mid-August 2020
<b>Pre-School - iPads</b>	2,200	Ordered 7/21/2020	Delivery in Late August 2020
<b>Hotspots Order</b>	<b>QTY</b>	<b>Date Ordered</b>	<b>Delivery</b>
Sprint's 1Million Project	4,400	Ordered 4/8/2020	May 27,2020
Verizon – Private LTE	4,000	Ordered 7/7/2020 – PO Pending account setup	July 31, 2020
Verizon – Private LTE	10,000	Ordered 7/10/2020 - PO Pending account setup	Aug 3, 2020
Verizon – Private LTE	10,000	Ordered 8/7/2020 - PO Pending account setup	Delivery in Late August2020

## 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.]

[Each teacher will utilize a Learning and Engagement Plan (LEP) spreadsheet where they will document daily instruction including synchronous and asynchronous lessons and assignments. LEP includes whole group and small group instructional blocks and asynchronous learning activities with designated minutes for each core subject area. Teachers received professional development on utilizing their LEP form during the professional development planned prior to the beginning of the school year. Site administrators have been receiving professional development on the expectations for student contact and instructional minutes. Site administrators will access each teacher's LEP and monitor teacher implementation.

Secondary Teachers document each class period every day which include the number of minutes per period. Teachers are required to provide the common core state standard, learning objective, meeting link, meeting notes, embedded accommodations for students on IEPs and EL students, and document what transpired during office hours. This template gives teachers a way to document the learning for each day. It also allows the administrator to see what is happening in a virtual setting.

The LEP will be completed by each teacher on a daily basis. Site administrators have access to each teacher's spreadsheet within a google folder. This google folder is also accessible by the Assistant Superintendent of Teaching and Learning. Site administrators provide oversight to ensure that LEPs are completed.

This process is completed in addition to daily documentation of student attendance through the Aeries student data management system and supported by our Tiered intervention system described in the Student and Family Engagement and Outreach section of this plan.

## 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.]

[SAUSD provided 4 days of professional development in August for certificated staff with an emphasis on individualized professional development. These days have been designed to ensure all teachers and instructional support staff (e.g. instructional assistants) are prepared for distance learning. The schedule for these PD days was created to align with our Reopening Plan. Within that plan, Target 5 delineates what high quality instruction and practices looks like; the District's core values around synchronous/asynchronous distance instruction; and the expectation that online learning modules will be provided in order to prepare all teachers to develop specific instructional competencies.

Team of Specialists and Coaches, representing all departments, created and managed topics/courses within Google Classroom (TK-5)/Canvas (6-12). Professional development topics included LMS and Digital Resources, Core Content on-line instruction and best practices, Social-emotional wellness, student connectedness, Learning and Engagement Plan, Attendance expectations, and parent communication and outreach. The PD Roadmap ensured that all teachers had the knowledge, understanding, and resources to deliver lessons for each and every learner, while also following all guidelines to document student engagement and attendance. While the Teaching and Learning department led the work, ongoing cross-department collaboration was essential. Working with Special Education, Visual and Performing Arts (VAPA), Career Technical Education (CTE), Research & Evaluation, Support Services, Family and Community Engagement (FACE), Human Resources, English Learner Programs, Early Childhood Education, Counseling, and Technology and Innovation Services ensured that our PD offerings were inclusive. Our primary document outlining the PD offerings, the SAUSD PD Roadmap, served as an opportunity for each department to customize the offerings, adding PD tailored for their department teams. These learning modules were pushed out via Google Classroom/Canvas. Site administrators had access to data to monitor course completion, noting opportunities to support and recognize teachers' practice.

The SAUSD PD Roadmap clearly outlined the District's expectations and support for engaging and rigorous distance learning. Professional development focused on capacity building as staff come with varying degrees of training/comfort levels of technology. All teachers and instructional support staff (e.g. instructional assistants) took a Professional Development Plan Self-Assessment to ensure that each staff member created a clear plan to address skill gaps and build capacity. A copy of survey responses was sent to the teacher and TIPS Office. Site data was shared with each site administrator. These data will be used in the following manner:

**Teachers-** Develop a professional development plan

**Administrators-** Provide support and assistance for teachers

**TIPS-** Guide decisions related to PD offerings

The survey supported differentiation by providing specific entry points for all teachers and support staff (**prerequisite** technology skills and **foundational** distance learning skills). The results identified those individuals who need support to develop prerequisite skills. They began with the Prerequisite Skills learning module. Others moved forward with the Foundational Skills modules, which develop expected

competencies to ensure our students receive high quality instruction within a distance learning context. Google Classroom and Canvas LMS platforms were used to manage these courses.

PD	Course Description	Number of Participants		
		Secondary	Elementary	Total
<b>CANVAS (LMS)</b>	This course is designed to help SAUSD staff learn how to use the CANVAS LMS platform to support teaching and learning in distance, hybrid, and in person learning environments.	1,059	N/A	1,059
<b>Google Classroom (LMLS)</b>	The course reviews the foundations of Google Classroom to streamline the classroom workflow and make communication easier between teacher, parents, and students.	N/A	1,379	1,379
<b>Learning Engagement Plan</b>	This course helps teachers document remote instruction practices, time, and student engagement.	977	448	1,425
<b>Parent Square</b>	This course is designed to help SAUSD staff learn how to use ParentSquare, our new Parent communication and engagement tool.	1,112	1,176	2,288
<b>PBIS &amp; Virtual Classroom Management</b>	The objective of this workshop is to define distinct learning settings, review sample student expectations and behavior matrix for distance learning, and demonstrate how to use praise to reinforce appropriate behaviors.	931	753	1,684
<b>Social and Emotional Wellness</b>	This course assists educators with strategies and tools to incorporate social emotional wellness into their daily classes; a toolkit is provided for those who wish to expand their learning.	1,054	955	2,009
<b>Mental Health</b>	The objective of this course is to understand common mental health conditions, explain the impact of COVID-19 on mental health, identify strategies to support, respond, and redirect student behaviors, and use tools to manage stress, self-care, and wellness. Resources for staff mental health are also included.	959	903	1,862
<b>Informed K-12 (SPED)</b>	This workshop reviews how to use Informed K-12 to acquire signatures remotely.	295	480	775
<b>SEIS</b>	The workshop provides tools to manage caseloads within the Special Education	211	281	492

Prerequisite	Information System (SEIS).			
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### Staff Roles and Responsibilities

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

[Classroom teachers have made significant shifts in how they provide instruction. Significant professional development was provided to build capacity for staff to provide effective distance learning opportunities for all students. To accommodate this shift, an MOU with the certificated CBA was approved which pushed back the start of school one week, and provided 4 days of professional development for all certificated staff members prior to the start of school and an additional hour of professional development each week during the first three months of school. The professional development was a result of cross-department collaboration, which modified and expanded the work of our Curriculum and Program Specialists, Coaches, and district administrators. The specialists and coaches developed a plan to ensure all asynchronous PD modules modeled exemplary online teaching, while also developing systems for accountability and differentiated support. Specialists were tasked with creating curriculum for a virtual school. Coaches, who customarily supported assigned ATSI and CSI schools, extended instructional support to all teachers and administrators. Beyond week one, nine coaches will be assigned an ATSI or CSI school. They will also designate support hours beyond the assigned school, reaching out to teachers who need support and providing training for all staff. Two coaches have not been assigned to a school. They will be supporting ATSI and CSI schools in their respective areas of expertise: ELD and Special Education. They will also be supporting all teachers and administrators. District administrators guided the work of these two groups and expanded their duties to address any anticipated logistical barriers, i.e. technology access, staff emails, etc.

An MOU with the classified CBA include specific adjustments to classified position categories to allow for continued employment with new responsibilities that support school operations within a distance learning context. Classified staff members are able to support school sites through tutoring, participation monitoring, and parent/family outreach and support. School Police are present at all sites during meal distribution throughout the school district to maintain order and safety. The district is currently working with our classified staff association to determine the feasibility of redirecting the duties of classified staff members including activity monitors, extended learning coordinators and program leaders, tutors, paraprofessionals, and computer techs, instructional assistants to support intervention, family outreach, and engagement procedures and strategies within the context of distance learning.

Effective on March 16, 2020, Wellness Centers in SAUSD closed down physically at all school sites and by the end of the week, all Wellness Centers were up and running virtually. The Family and Community Engagement’s (FACE) team shifted their focus from **linked to learning** to **providing resource referrals to families in need**. This shift in responsibility allowed for the whole SAUSD FACE team to take the lead on community resources in the district, in support of families. All FACE staff were trained on a Google Drive of resources that is maintained by the district FACE team. This Google Drive is public not only to SAUSD but also to community members. By reaching out to community partners, this Google Drive was of support to families in the city of Santa Ana. Beyond the resource drive and tools, FACE also set up a District Family and Community Engagement Resource Line. This line is staffed by FACE district personnel from Monday-Friday with direct access to a FACE staff to provide referrals.

The Extended Learning before and after school programs transitioned all 50 TK-12 school sites to a virtual program, allowing 6,000+ students to continue to receive support services. The after-school program, Engage 360, continued providing: academic assistance, health and wellness activities, and enrichment programs. Additionally, staff embedded social emotional wellness check-ins with students throughout the week. The District continued contract enrichment services with seven (7) community providers, who each offered a unique program to students: dance, art, mariachi, karate, coding, Lego engineering, and STEM.

In order to improve school-parent communication, the EL Programs Department purchased phones for the Migrant Ed Community Assistants along with an in-service on Google Visit to improve communication. Migrant staff is in daily constant with the families of migrant children to assess needs, ensure connectivity, engagement and the continuation of learning.]

## 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.]

SAUSD's LCA Plan was developed to ensure that teachers have the resources they need to provide effective distance learning for all students including **English Learners, students with disabilities, McKinney-Vento, and foster youth**. Teachers have access to all required resources remotely including computer/laptop, white board, printer, webcams, and WIFI access to support effective teaching and learning environments. Protocols are in place that allow for teacher access to classrooms with Stage I precautions (social distancing/PPE) so that they can safely access their materials, supplies and all equipment.

**Students with Disabilities:** Each site, case manager, and service provider (as appropriate) plans collaboratively in order to deliver special education and related services remotely. Case managers and service providers keep a record of ALL family contact, collaboration/consultation between staff, and services provided to each individual student they serve. Case managers and related service providers (as appropriate) are expected to ensure that contact is made with all students to whom they provide special education and/or related services. Case managers and related service providers (as appropriate) work collaboratively to develop a Continuity of Learning Plan for each individual student with an Individualized Education Program (IEP). Case managers and related service providers (as appropriate) work with general education teachers to ensure accommodations and modifications are followed per the Continuity of Learning Plan and maximize participation in remote learning to the greatest extent possible as measured through multiple means. Case managers and service providers (as appropriate) are expected to keep a record of ALL student/family contact, collaboration/consultation, and/or services provided for each individual student they serve, and document student progress.

In Stages 1, 2, and 3 case managers, classroom teachers, and COST teams closely monitor the data of students with disabilities to ensure they are making progress and growth towards expectations established when only remote learning is possible in Stage 1. Progress reports will be provided to parents/guardians on the same basis and frequency as provided to parents of all students.

**English Learners:** SAUSD recognizes that English learners have unique educational needs and require different levels of support depending on their proficiency level in English and the complexity of learning tasks. SAUSD values English learners' prior experiences, literacy knowledge and their native language. Primary language and culture is valued in the school setting as a resource for students to gain access to content and to

develop biliteracy. Educators build on experiences, language and cultural assets English learners possess, and provide instructional scaffolds to gain access to 21st century education and attain high levels of English proficiency.

The EL Department is committed to providing pedagogical support for teachers in order to meet the instructional needs of EL Students in Core Subjects utilizing SDAIE strategies in a virtual classroom. The EL Department provides support for teachers to create engaging virtual classrooms and encourage engagement of students learning English with high levels of oral and written interactions and communication, modeling and direct instruction, collaboration, monitoring progress, and socio-emotional support and care. Teachers are supported through professional development to build capacity to implement best practices during synchronous and asynchronous environments to support student access to content. Modeling tasks, using gestures, visuals and differentiated function sentence frames, and UDL strategies such as digital choice boards. The EL Department will work with the professional development department to provide teachers with effective SDAIE strategies that can be effectively implemented into their lessons. Differentiation for English Learners was embedded in core professional development webinars for Language Arts, Math and Science. The EL Programs department will also contribute to provide webinars throughout the year to deepen the efficacy of teachers when it comes to differentiating for English Learners.

During distance learning, teachers are expected to engage all English learners within synchronous and asynchronous sessions in both whole group and small groups during virtual breakout videoconferencing sessions. Both integrated and designated EL instruction and strategies should be embedded in daily lessons. For emerging English Learner students, teachers are expected to provide ample opportunities to develop their oral language in English while promoting the preservation of their primary language. English learners participating in other Instructional Programs, such as Dual Language Immersion, will receive designated ELD and integrated ELD in addition to literacy development in their native language.

Distance learning lessons include the use of visuals and graphic organizers to support comprehension and scaffold the learning, have explicit focus on precise, rich academic language development in all curricular areas and include ample opportunities for ELs to engage in oral language. Whenever possible audio instructions, videos, and images should be included to support learners.

SAUSD will ensure equity of access for English learners by establishing daily instructional minutes for designated ELD instruction, providing scaffolds to support English learners access to content learning in all curricular areas and ensuring students have the appropriate tools needed to engage in the curriculum, including access to technology, books or assignment packets/learning kits. The Learning and Engagement Plan (LEP) form that all teachers utilize to document student instructional minutes includes both designated and integrated ELD integration.

Use of ELD Standards in tandem with CA CCSS and appropriate instructional language supports gives English learners access to comprehensible input in content areas and develop literacy skills while engaging in content learning. Integrated ELD scaffolds the learning so that English learners have access to the content as they develop language and literacy skills. Integrated ELD is presented synchronously and asynchronously. Teachers should review language demands and the complexity of tasks to determine if substantial, moderate, or light supports are needed. Appropriate linguistic support should engage English learners in content and language learning simultaneously. During integrated ELD, students can be grouped homogeneously or heterogeneously depending on the language needs and content task. Formative feedback is employed to promote student engagement and evaluate learning outcomes. Formative assessment informs instruction and progress towards learning and language goals.

ELs enrolled in Dual language programs strengthen long-term English literacy skills, promote multiculturalism and biliteracy as they become biliterate in Spanish and in English. In accordance to the already established daily percentages of instruction for L1 and L2, students will continue

to receive instruction in L1 and L2 during distance learning. Teachers utilize cross-linguistic strategies to identify and teach transferable and non-transferable skills to English learners in dual programs while developing intercultural competence and providing Spanish Language development. As part of their instructional day, ELs in Dual and SEI programs receive daily protected time for synchronous designated ELD with students grouped homogeneously by English proficiency levels. Teachers at the same site and same grade level are encouraged to team strategically to target language skills.

**Foster Youth:** Support Services staff will communicate directly with foster families to ensure they have adequate access to WIFI and equipment such as Chromebooks or other technology. District Foster Liaison will assist with providing essential technology needs and school supplies for long-distance learning as well as monitor participation and engagement, collaborate with teachers to ensure student success. Contact information for District Foster Liaison, resources, on-line tutoring and school supplies available through the District and Social Services and has been shared with teachers and students. Enrollment processes will ensure students are prioritized for appropriate placement in educational programs. The Senior Outreach Program that monitors credits and graduation is being implemented and will provide monitoring, guidance and support for Foster Youth students. The Foster Liaison will closely monitor the participation and engagement of Foster Youth students and collaborate directly with teachers and school counselors to ensure student success.

**McKinney-Vento:** Students and families are provided with direct means of contact with the McKinney-Vento District Liaison to facilitate, collaborate, link and respond to the academic needs for students experiencing homelessness. The McKinney Vento District Liaison closely monitors the participation and engagement and provides support to McKinney-Vento students as needed to ensure they have adequate access to instructional materials, Wi-Fi, graphic calculators, Chromebooks or other technology. The Liaison also collaborates with shelter and motel managers to ensure all safety needs are being met, and to coordinate support and develop appropriate responses. Coordination of tutoring services at motels and shelters for online tutoring is in place.]

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

Description	Total Funds	Contributing
Technology Devices for at home access will include: Chromebooks for grade 2-12 students and Adult Transition, iPad Minis for Early Start and preschool programs, Touchscreen Chromebooks for Tk-1st grade, and Laptops for dual enrollment (high school and college courses) students and age appropriate devices for students in nonpublic schools so that all students can access virtual learning at home.	\$5,037,044	Y
A combination of single and multiple user hotspots will ensure that all students can access virtual learning at home	\$2,000,000	Y
Student learning kits, including core consumable materials, for students in grades preschool through grades 6 to provide the necessary learning materials students will need during distance learning at home	\$801,415	Y
Learning management systems (Canvas, Google Classroom) at the elementary and secondary levels will be utilized as the universal platforms for virtual classrooms	\$771,638	N
Digital tools and program licenses including programs such as Go Guardian, Nearpod, Mystery Science, Mosa Mack, Gizmos, Project Lead the Way, Imagine Learning, Lexia, ST Math will be utilized to support high quality virtual learning	\$599,134	N

Virtual course and curriculum creation by curriculum/program specialists and content experts to support elementary and secondary virtual learning	\$2,514,677	N
Video Conferencing tools (i.e. <i>Big Blue Button/Canvas</i> , Google Meets, and Zoom) will be utilized to enable synchronous learning opportunities and communication between students and staff.	\$152,449	N
Parent engagement, access, and home-school communications are supported through the AERIES Parent Portal to support online enrollment and data verification for parents and ParentSquare	\$120,000	Y
Virtual learning classroom equipment including staff laptops, on-line learning materials and internet access as well as technology infrastructure and staffing, including site internet lines, servers, and a team to procure and deploy equipment, provide help-desk services, and troubleshoot will be provided to maximize access to high quality, effective distance learning opportunities.	\$8,925,855	N
Differentiated staff professional development plan to promote and support exceptional distance learning, including academic content, video conferencing, Learning Management Systems, videoconferencing and digital tools, socio-emotional learning and wellness, student engagement, expectations and accountability.	\$6,433,516	Y

## 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.]

The District has developed clear assessment expectations to assess learning loss for all students, including English learners, low-income students, foster youth, students living in poverty including those experiencing homelessness, and students with exceptional needs. Universal screenings will be used to identify specific areas where instruction or intervention may be needed to improve student learning, e.g., MAP Growth in both mathematics and English Language Arts in grades 3-10 and the Basic Phonics Skills Test and state-adopted textbook diagnostic tools, as indicated in the Elementary Reading Diagnostic and Dual Language Diagnostic Plans. Data will also be used to create small homogenous groupings to target skills students need. Teachers will use ongoing formative assessment to determine instructional next steps. Tools such as the CAASPP Interim Assessment Blocks (IABs) have been aligned to the grade level curriculum maps/pacing guides to support teachers' use of formative assessment and can be used to increase teachers' understanding of students' grasp of grade level standards. Teachers will be provided professional learning on best practices and assessment literacy throughout the year. Teachers will utilize data from formative assessments (formal and informal) immediately to adjust their instruction and ensure students' progress towards learning goals. Assessments such as MAP Growth will be used in the fall, winter and summer to monitor student progress, identify specific areas where intervention or acceleration will be needed. This year, the NWEA fall data reports will include additional information to help teachers, administrators and support staff identify students who were most impacted by the interrupted learning caused by the COVID-19 pandemic. With this information, teachers, administrators and support staff will be able to identify the appropriate intervention and target students who are in the most need of additional support so their students can meet their identified learning goals.

In conjunction with ELPAC scores and MAP Growth assessment results, the pupil learning loss for English Learners will be measured through formative assessments, feedback from EL rubrics, schools and teachers will assess the specific needs of English learners and group them

accordingly for small group instruction. Administrators will monitor instruction utilizing an informal English Learner Instruction protocol, similar to the SIOP model, to determine the quality of instruction for English Learners in core subjects.

## **Math Plan - addressing pupil learning loss**

### **Grades K-12**

Students in grades 3 - 10 also take the MAP Mathematics assessment as a universal screener to monitor student progress to ensure that, if needed, students receive tiered support. Adjusted curriculum maps/pacing using SAUSD's instructional tools for mathematics, Math Expressions (K-5), CPM (6-11) & Irvine Math Project, focus on state math standards and mathematical rigor. The updated Distance Learning Pacing Guides emphasize the critical areas of instruction as identified in the CA Math Framework, as well as those standards that are essential for Calculus. The redesigned pacing guides provide additional time and focus on these critical areas of instruction to ensure a firm foundation of the concepts, skills, and applications necessary for future math success (i.e. to be college and career ready).

All 1st-5th grade students are given the End of Year Math Assessment for the prior grade level using Think Central (Math Expressions online) to assess prerequisite math skills. Grades 2-10 students will be given the MAP assessment (2-3x/year). For all of K-12, formative assessment data and topic/chapter assessments will also be used to guide targeted support for students either in small group instruction or one-on-one support during office hours.

Targeted instructional supports - The assessment data informs the formation of small groups for instruction. Students who need additional prerequisite skill building in the areas of: Counting & Cardinality, Operations & Algebraic Thinking, Number Sense & Base Ten, Expressions and Equations, Number and Quantity, Algebra Domain, Functions, as well as Number Sense with Fractions/The Number Systems will be identified and supported during small group instruction differentiation and/or open office hours with teachers. After providing the targeted support in the prerequisite math skills, continued monitoring in the tools mentioned above will guide teachers' next steps in addressing instructional needs. Tools such as Irvine Math Project, and adaptive programs like ALEKS, etc. can be used to provide these targeted supports; thus supporting the learning loss on topics that are essential prerequisites to specific grade level standards as they become relevant to the curriculum.

### **Elementary Grades**

The instructional tools for elementary school mathematics, Math Expressions & Irvine Math Project, focus on state math standards and mathematical rigor. Math Expressions addresses levels of intervention & support in each math cluster standard. The recommendation is to use Math Expressions program materials along with the instructional insights report to differentiate for students through daily whole and small group instruction. The instructional insights report breaks down the actual skills students need into micro-standard like increments of learning in comparison to the national norm to delineate progress towards expected mastery levels.

Initially, all students will take the end of year assessment for their previous grade. All students receive core instruction using recommended instructional tools. Students who fall below 70% master of the prior grade mastery levels will receive access to additional tiered support. Mastery of counting and cardinality, operations and algebraic thinking, number sense, based 1- and fractions will be the priority for addressing pupil learning loss. Specific strategies will include small group and one-on-one instruction using targeted lessons that align with student need based

on mathematical area and grade level need Students will access ST Math modules associated with target areas across grade levels to ensure progress around individualized needs.

Students will continue to be assessed using curriculum embedded assessments. If a student reaches the 70% baseline for the target skill area addressed with small group (or one on one) instruction, no further assessment is indicated in that target area. Additional intervention to address the needs of other target skills areas may be addressed as needed. To ensure ongoing progress, teachers will work on grade-level standards instruction with just-in-time differentiation. Differentiated instruction may include Tier 1 Lessons from the RTI Resources in Math Expressions or the Differentiation Cards mini lessons.

## **Elementary Reading Diagnostic Plan**

### **Grades K-3**

All students are given the BPST III (Basic Phonics Skills Test). Students who need instruction or review in basic phonics skills or in multisyllabic word reading are identified. Students with identified literacy needs receive small group instruction.

Student progress is monitored through the BPST, which is administered at the beginning of each trimester.

### **Grades 4-5**

Students are administered the previous year's Benchmark Advance Interim Assessment 1. Students will complete a one minute read with teachers who will track errors and rate of reading. Depending on accuracy levels, students will take the BPST and receive appropriate small group instruction on basic phonics or multisyllabic word reading. If the student summary is incomplete or inaccurate, students will receive small group instruction on specific sound-spelling patterns and fluency.

Student progress will be tracked as teachers listen to students orally read passages to determine student growth with reading accuracy, rate, and ability to summarize/understand what they have read.

## **Dual Immersion Program Diagnostic Assessment Plan for Distance Learning 2020- 2021**

### **GRADES K-2**

#### **Spanish**

Administer The Benchmark Adelante Exámen de las destrezas fundamentales de lectura, parte 1 to all students.

### **GRADES 3-5**

#### **Spanish**

- Beginning of the School Year: All students take the **previous year's Benchmark Adelante- Evaluaciones periódicas 1**
- If student performs below 70%, determine if support is needed in foundational skills or comprehension.
- Administer *Exámen de las destrezas fundamentales de lectura, parte 1* from Benchmark Adelante to students having difficulty with foundational skills.

## English

- One Week Prior to Unit 2: All students take the **previous year's Benchmark Advance Interim Assessment 1**
- If student does not perform at grade level, administer a fluency reading from Benchmark Advance
- If reading is inaccurate, administer BPST

## MAP Reading Fluency Pilot

NWEA MAP Reading Fluency\* (Español) will begin in October 2020 for dual immersion students in grades K-3 at elementary schools who select to be in the pilot. MAP Reading Fluency is an assessment for students in grades K-3 that tests their reading fluency, comprehension, and foundational skills. The computer adaptive test can be administered in a group setting in 20 minutes and provides actionable data and results automatically. MAP Reading Fluency is an addition to the MAP Suite, which also contains MAP GROWTH and MAP Skills.]

Using the ELD Progress Rubric, teachers will regularly monitor English learners in their progress towards their acquisition of academic English. This rubric is a way to measure students' progress and communicate that progress with stakeholders including students, parents and administrators. If students are not making sufficient progress, teachers and schools will communicate with parents and develop a plan for support which may include specific differentiation, intervention (if necessary) and more frequent monitoring.

In addition to the data described previously, the Santa Ana Unified School District is working with the CORE Data Collaborative and Education Analytics to assist with the back to school efforts for SY2020-21. This year, SAUSD has integrated the Rally Analytics Platform within its existing Datahub or data warehouse, to provide the following data to identify projected learning loss for each student, assist educators in identifying learning goals and allow for grouping of students for the purposes of focused instruction and intervention. These data will include:

- SY19-20 year-end CAASPP projections for each student using CAASPP prior year (SY18-19) summative data and SY19-20 CAASPP interim data.
- SY20-21 "COVID slide" projections for each student using CAASPP prior year (SY18-19) summative data and SY19-20 CAASPP interim data.
- SY20-21 "COVID recovery" analytics for each student using CAASPP interim data during SY20-21.

Moreover, the Rally Analytics Platform will house student socio-emotional well-being diagnostic survey data, "Student Check-in Survey" and pulse surveys will be administered to monitor progress and allow educators to make ongoing adjustments to practice throughout the year. Links to relevant curricular tools and information will be provided to educators within the platform.

## 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.]

[Streamlined curriculum and expectations for full distance learning will specifically address key learning targets to address learning loss and accelerate learning progress as needed. The streamlined standards-based, grade level content is rigorous and appropriately scaffolded in order to accelerate student academic growth towards grade level mastery. Teachers and related service providers utilize virtual learning

platforms in order to deliver lessons, provide feedback, assess student work, and communicate with students and families. The strategies outlined in the Supports for Students with Unique Needs section have been integrated into the instructional delivery system to address the diverse needs of English learners, students with disabilities, foster youth and students experiencing homelessness. Teachers provide additional support based on need for all students through strategies including:

- Re-teaching and differentiated instruction via video-conferencing and recorded lessons
- Targeting specific skills for small group instruction
- Providing teacher-based tailored support to homogeneous small groups based on data to support struggling students
- Utilizing the district adopted interventions and programs like Lexia
- Providing access to mini-lessons would be recorded for students to access as often as needed
- Monitoring the SEL and academic needs of all students by classroom teachers with the support of school and district personnel as needed
- Leveraging instructional assistance and tutors to support tiered student needs

Each school site's Coordination of Services Team (COST) team will evaluate student data and student work to identify students for Multi-Tiered System of Support (MTSS) levels. Meetings will be held regularly to address:

- What supports are needed?
- Which students will receive supports?
- Which students will exit or continue supports?
- What is the overall effectiveness of each support?

Delivery of intervention would acknowledge appropriate models. Agenda will be used to support both system conversations (process data, evaluation of overall effectiveness) and problem solving conversations (matching students to interventions, monitoring of student progress and making adjustments as needed).

A Google Classroom Resource Site for parents has been created and will include:

- Video tutorials to support parent access to the adopted standardized LMS platforms and programs
- Recorded instructional videos
- Shared lessons and activities (through Google Classroom/Canvas)

Designated ELD minutes are built into the daily instructional schedule and all content in these lessons connects directly with students learning to develop academic vocabulary and reading fluency. The EL Programs department will collaborate with sites, teaching and learning specialists to support students with catch-up plans and target specific areas of learning loss. Title III funds will be used to support the reduction of learning loss among all EL students, particularly Long Term English Learners. In addition, funding will be used to support the purchase and implementation of intervention programs like iLit and data support programs like Ellevation. These programs are designed to support English Learners that are two or more years behind in ELA progress or ELD progress across the curriculum. Site staff, classified and or certificated staff, will monitor attendance and engagement of EL students and reach out to families as needed.

Virtual learning opportunities were offered during the summer including credit recovery, intervention, and summer enrichment. In the summer, the Extended Learning department offered virtual Engage 360 summer programs at all 50 TK-12 schools. The program was open to all 45,000 students in SAUSD to access and operated under a drop-in model, allowing students to access what they needed. The summer program featured the Write Brain curriculum as an academic and SEL component. The Write Brain curriculum encompassed disguised learning strategies that leveraged fun! Students learned how to be writers and readers. Additionally, the summer program ensured enrichment opportunities and SEL were available every day for students.

The Extended Learning program virtual Engage 360 after school program at all 50 school sites will continue to provide and support academics, health and wellness, and enrichment opportunities. Additionally, virtual enrichment services with our seven (7) community providers will continue, with each offering a unique program: dance, art, mariachi, karate, coding, Lego engineering, and STEM. The Extended Learning department is working with several pilot schools to leverage the after-school staff to support the school day. For example, after school staff may support teachers with small groups in skilling building or practice, provide Tier 2 SEL supports, tutor small groups, etc. The goal is for all schools to have additional after school staff supporting the school day, based on their school's data and needs.]

## **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.]

Multiple data sources will be used to determine the effectiveness of the services and/or supports provided to address learning loss. One source of data will be the use of the NWEA MAP Growth assessment results in reading and mathematics. Since this assessment will be administered three times, fall data will be collected to establish a baseline, mid-year data results will be analyzed to determine progress in both reading and mathematics on achievement and growth, and end-of-the-year assessment data will be used to determine growth and achievement overall. Please note that students participating in the Dual Language Program will take NWEA MAP Growth assessments in Spanish and English in reading and English in mathematics twice a year in addition to the California Spanish Assessment at the end of the year. In addition to MAP Growth data, diagnostic data will be collected and used by teachers to make decisions about student supports to be provided including what key learnings need to be retaught or accelerated. This data will help establish the instructional focus for small group instruction as well as extended learning opportunities. The effectiveness of implemented learning loss strategies will be monitored by reviewing the results from these assessments (including NWEA MAP in reading and mathematics, diagnostic assessments, Interim Assessment Blocks, ELD Progress Rubric) by teachers and site/district leadership teams. Data reviews will occur on a regular basis, but especially upon completion of an assessment cycle, e.g. when Fall NWEA MAP Growth testing is completed. Data review sessions will include: data chats and goal setting with admin., teachers and students, data review sessions by site leadership teams and district leadership, COST team meetings, etc. To facilitate the use of data, SAUSD data dashboards will play a significant role in data review. The Datahub, our SAUSD data warehouse and reporting system, Ellevation and Rally platforms will house and display student, teacher, school and district level reports. In addition, SAUSD's Research and Evaluation department will host data review sessions to examine district and site assessment data and other academic results (e.g. attendance, grades, etc.) by student groups (including ELs, SWD, FY, MV), grade level/subject areas and by various programs. In this way, the district can monitor the effectiveness of the services and supports provided to address learning loss this year.

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

Description	Total Funds	Contributing
Aeries student information system and Datahub provide access to critical data and powerful reports. These reports will provide visibility into students' academic, social, and behavioral needs. Ellevation system and dashboards will also be used to monitor progress of English learners to provide ongoing formative feedback and interactive reporting to ensure that teachers, support staff, and administrators have the information needed to prevent learning loss.	\$3,008,077	N
Universal screeners including MAP Growth and Diagnostic assessments, e.g. BPST will be utilized for screening and intervention service tracking	\$2,540,000	N
Instructional Coaches/Virtual Learning Leaders including TOSAs, Curriculum Specialists/Program Specialists, and designated instructional classified staff will support effective implementation of strategies to mitigate learning loss.	\$18,110,329	N
Specialized staff to provide services and supports to students during in-person and virtual learning: Resource Specialists, Speech and Language Pathologist, and Speech and Language Pathologist Assistants	\$72,143,098	Y
Specialized staff to provide social-emotional services and supports to students during in-person and virtual learning: School Psychologists, Social Workers, Counselors, and Coordination of Services Teams (COST)	\$6,414	Y
McKinney Vento, Support Services, Social Services Specialists will support families experiencing homelessness or are in transition.	\$191,946	Y
Special Education Program Coordinators to support programs and services for students with disabilities	\$3,000,000	Y
Curriculum and program specialists will collaborate with teachers on a regular basis to collect anecdotal data from students regarding their perspective regarding learning loss and educational needs.	\$9,494,659	N
Foster Youth Liaison will provide resources and support systems during transition between placement with families.	\$155,000	Y
Teachers and administrators will review academic and SEL assessment interim and diagnostic data to monitor and inform tiered support as needed	\$3,641	N
Migrant Ed Outreach Liaison will collect anecdotal data on an ongoing basis from Migrant families to provide appropriate resources and prevent learning loss.	\$195,000	Y

## 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 has been provided to staff in order for them to monitor and support mental health and social and emotional well-being of pupils as outlined in the Professional Development section of this plan. Each school site has been asked to establish a wellness team comprised of certificated and classified staff, parents/guardians, students and community members who will review current SAUSD/Site SEL data to provide talking points for teachers/staff in order to ensure that:

- District/Site SEL and mental health initiatives (i.e., We Care Campaign) are supported and accessed
- Partnerships for wellness and mental health services are built and maintained
- Timely and appropriate crisis response is provided
- Common SEL message is communicated

Each team works with staff to establish and monitor a confidential mechanism for teachers/staff to request and provide related support and resources as needed. The team should emphasize that physical health and wellbeing are equally important. The wellness team should be prepared to provide a remote model of support.

Sites have designated space on campus for mental health practitioners to continue serving students in a private space with sufficient area to accommodate social distancing. These services may or may not be provided at their school of enrollment; services should be provided at a site close to their home.

**Social-Emotional Learning (SEL) Development:** Each site is expected to provide remote school-wide SEL, student check-ins, and trauma informed practices to students in alignment with the SAUSD SEL Framework and SEL core competencies. Adult SEL strategies may be included in staff meetings through connecting activities, check-ins, and warm up activities.

District-wide staff consultation has been established for SEL, Mental Health, strategies, etc. through the Support Services Department, Counseling teams, and FACE. The SEL Committee will provide resources and a menu of options for schools. SEL/Positive School Climate “Look Fors” have been developed by the Support Services/SEL committee. An SEL plan has been provided to all school staff outlining the first two weeks focus on daily check-ins, developing routines, and developing relationships.

Adult Professional Learning provided by Support Services includes:

- Sites/departments should encourage staff to participate in Adult SEL check-ins
- Professional Development on Zones of Regulations, SEL

Additionally, all staff were provided with a keynote speaker, Tom Murray, whose theme addressed self-care, and personal authentic engagement with families and students within the context of collective stress that the pandemic has created.]

This year, in addition to the SEL Assessment administered in February, students will be administered a “Student Check-in Survey within the first weeks of school and pulse surveys to monitor progress and allow educators to make ongoing adjustments to practice throughout the year. This assessment information will support teachers and school leaders in efforts to understand and support the holistic needs of students in this unprecedented back to school season. This data will be housed in our existing Panorama platform and our newly integrated Rally Analytics Platform.

# 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.]

[SAUSD has maintained a steady form of open communication with our families and community partners in support of all SAUSD students. SAUSD FACE staff have set up support lines where families can directly call them to discuss resource referrals or supports needed for student learning. FACE staff connect families to their school site educators in support of students and work with families to address their needs and concerns. The connection to the staff information was made through various Parent Link and now Parent Square messages.

Beyond the sustaining of the relationship between schools and families, FACE has also sustained programming since March through the Virtual Wellness Centers. The Virtual Wellness Centers have hosted virtual resource fairs, mental health presentations, health presentations, and digital access and literacy content. In preparation for the distance learning model in the fall, FACE has developed and piloted a program in the summer, called Passport to Success. This Passport to Success focus on digital literacy, socio-emotional wellbeing and academic supports including content and learning strategies. FACE has scaled up this pilot in order to implement the digital access and literacy plan district wide in support of all families. SAUSD FACE staff at the site level build capacity for families to access three tools: email, Aeries and Parent Square. At the district level, FACE hosts presentations about the literacy of these three tools. As distance learning continues, FACE will continue to be responsive to the needs of families and collaborate with our district educators in support of our students' academic and socio-emotional wellbeing.

All teachers will take attendance daily (elementary) by period (secondary) utilizing the Aeries student information system. In addition, all teachers will complete a Learning and Engagement Plan (LEP) form for each instructional block/period each day. When students are absent, the following tiered intervention system is implemented. Students are considered to have attended distance learning when one or more of the following statements are true:

- Student shows up to virtual class
- Student submits work that day
- Student has had contact with the teacher
- Teacher has had contact with parent/guardian

## Tier 1 Interventions

### Attendance Tracking and initial stage of communication (School Wide)

Ensure accurate and consistent attendance practices (**Teachers and Admin**)

Consistent and timely attendance coding (**Attendance Clerk**)

Send out attendance reminders (RoboCalls, texts, emails) to families/students that are absent (**Attendance Clerk & Admin**) -This could be daily, weekly and/or targeted (consider real time communication)

### Establish Clear school Wide Expectations

Online class schedule and attendance expectations (**Teachers and Admin**)

Incentive programs for students - by class and whole school (**Teachers and Admin**)

### **Students not attending/participating in class**

**Teacher** attempts to make contact with student and/or parents/guardian when student is absent for 3 days, via phone call, email, US mail or district approved communication platform. **\*\*Teachers are encouraged to intervene each time a student is absent\*\***

#### ***Some Engagement recommendations:***

- Try all contacts and at different times in the day
- Texting has been proven to be more effective – if you don't want to use your own number, consider creating a google number.
- **Essence of Message:** Should be one of concern and support to begin building positive rapport  
Referral to **site support team/admin**
- If teacher is not able to connect with student / family, refer to school support team members and/or admin for additional support  
(Use school referral systems- i.e. **COST referral**)
- (**Admin**) Reach out to school community to bridge communication gaps as students might be in contact with others on campus.

**Documentation:** It is important that each attempt is documented on AERIES (**Site Support**) If students continue to be absent or are unable to be contacted, documentation of time and date of all communication attempts must be forwarded to the school site support team (ex. COST/Admin) within 48 hours of the 3<sup>rd</sup> absence.

### **Tier 2 Interventions**

#### **Data Analysis (School Admin/Attendance Lead)**

Pull data on students with 3 + absences weekly and ensure teachers have followed up (**Attendance Clerk & Admin**)

Identify students that have not been reached by teachers (**Admin**)

**\*\*\*A Team\*\* will run a weekly query for students who are chronically absent and may be communicating with sites regarding completion of targeted interventions\*\***

#### **School Admin/Support Team interventions**

Look at siblings' contacts, as there might be different numbers you can locate

Conduct home visits (**Outreach consultant, Admin, teacher, counselor or whomever is able to conduct visits**)

Conduct a SART meeting and/or engage in COST for additional support services (i.e. mental health, health services, basic needs, etc.)

**Documentation:** Important that each attempt is documented on AERIES

**Timeline:** Interventions need to be activated within 5 school days after the 3<sup>rd</sup> absence

### **Tier 3 Interventions**

#### **"A-Team" Referral - Zero contact with student and/or parent and guardian**

Family Finder System – **school administrator** leading attendance efforts can refer students once site resources have been exhausted and documented in Aeries.

Support Services “A Team” will engage the student and family within the week of receiving referral. Once connection has been made, a follow-up email will be sent to the school administrator summarizing attempts as well as next steps.

GoGuardian software will support teachers with virtual classroom management. This tool is designed to help teachers manage Chromebook usage in their virtual classrooms and monitor student activity on the device. GoGuardian Admin includes dashboards so educators can see trends and activity, including most visited sites, videos, programs, apps and documents.

## 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.]

[Every SAUSD school campus began providing a lunchtime meal service, Monday through Friday beginning on Monday, August 17 specifically for enrolled SAUSD students. Each meal service includes Lunch, “Super snack” (supper), and Breakfast (for the next day). Meal service times vary to align with each school’s unique distance learning schedule. Students do not need to be present to be served meals. Parents, guardian, or student may pick up meals under these conditions if the student is enrolled in SAUSD and the parent brings with them a meal service I.D. card. Meal service I.D. cards were delivered to schools during the first week of August, 2020 and were available for parents to pick up on August 13<sup>th</sup> and 14<sup>th</sup> at the school sites where their students were enrolled. A student’s name and I.D. numbers have been required to be served meals. Parents/guardians and/or students can pick up meals at any school site regardless of where they are enrolled. For example, if a household has children enrolled at multiple school sites within the District, the person picking up meals can pick up for all children at one school location so long as they have their students’ names and I.D. numbers (preferably found on the student’s I.D. cards).

To minimize contact, meals must be taken off-campus for consumption and no meals can be consumed on-site. Parents/guardians or students picking up meals must wear a face covering at all times and maintain physical distance (maintain six-feet of separation) at all times. School Police Officers are present to promote order and safety during meal distribution.

Schools sites shared a survey link with their parents. The survey was provided in English and Spanish and asked respondents to enter the student(s) full name(s) and I.D. number(s) and designate the school location where they want to pick up their meals. The survey also included section regarding special meals for students with allergies. Automated phone calls to families began on Friday, August 7 to families with special meal accommodations forms completed and on file with the District.]

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

Section	Description	Total Funds	Contributing
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Nutrition	All students have the opportunity to receive nutritious meal service each school day.	\$13,506,688	Y
Pupil Family Engagement/Outreach	Para-educators to support student learning and assist with reengagement efforts	\$2,450,000	Y
Pupil Family Engagement/ Outreach	Family Community Engagement Liaisons to assist with family outreach and parent education during in-person and distance learning	\$13,506,688	Y
Mental Health/Social Emotional Wellbeing Pupil Family Engagement/ Outreach	Behavior Support Providers to support student learning, social-emotional supports, and reengagement efforts	\$7,440,396	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
85%	\$128,750,432

### 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.]

[SAUSD has an unduplicated pupil percentage of 88.15%, therefore, the District LCFF and State and Federal funds expended on a district wide basis in a manner that provides increased services to unduplicated student sub-groups, as allowed for in 5 CCR 15496.]

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

[Increased actions and services to support these students include: Continued professional learning to support implementation of high quality distance learning; technology devices and hotspots to ensure student access to distance learning; implementation of PK-3 literacy initiatives to ensure reading by 3rd grade; extended learning and instructional programs to increase access and enrichment opportunities for all students; increased parent and community engagement to ensure equitable access to educational opportunity; implementation of virtual school programs to support online learning for first time learning and credit recovery; effective distance learning strategies such as project based

learning, blended learning, personalized learning and virtual learning programs to meet the needs of all students; social and emotional support to promote social and emotional health and school connectedness for all students; continued focus on safe and secure schools to promote a positive learning environment.]