

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
Savanna Elementary School District	Dr. Sue Johnson Superintendent	superintendent@savsd.org (714) 236-3805

General Information

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

The Savanna School District is comprised of four Elementary schools who serve Transitional Kindergarten through Sixth Grade students with an enrollment of approximately 2,000 children who reside in the cities of Anaheim, Cypress, Stanton, and Buena Park. Our students come from a variety of ethnic backgrounds including Hispanic, Asian, Caucasian, Filipino, and African American. Over 40% of our students are English learners and almost 70% of our students are economically disadvantaged. The impact of the COVID-19 pandemic has been profound on our students, our staff, and our community. Our students were uprooted in mid-March, being removed from their regular routine of coming to school to learn, eat and socialize. Our staff members were also uprooted and thrown into a distance learning teaching environment that none of us were prepared for. Our community has suffered from the social and economic hardships of being out of work, as well as daycare issues for those that were able to continue to work. The projected learning loss and the social emotional impacts for our students is disheartening. Many students, staff members, and community members face fear of the virus and its effects on them and/or family members and many families face significant financial insecurities. The long-term impact has yet to be seen, but we must address what we can now to help mitigate further impacts.

Stakeholder Engagement

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

Efforts made to solicit stakeholder feedback were made to ensure all stakeholders were given the opportunity for feedback and input. A survey was administered in both English and Spanish and available via an electronic Google survey that was sent to all families, classified and certificated employees, union members and community members in Savanna, as well as a paper version available at each school site and at the district office. The survey was also available via a link on the Savanna School District website. The DRAFT Learning Continuity

and Attendance Plan was shared at each of the School Site Council meetings, as well as the District Advisory Committee and the District English Learner Advisory Committee meeting, and was available to preview at the district office in order to solicit feedback and input. The plan was shared with CSEA and SDTA board members for feedback and input. All feedback and input were considered before finalizing the Learning Continuity Plan.

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

All Savanna School District Board meetings have remained in person with social distancing intact and open to the public. The public hearing for the Learning Continuity and Attendance Plan was conducted via Zoom as well as in person for options for the public. A notice of Public Hearing was posted 72 hours prior to the Public Hearing Board Meeting on September 17, 2020, with directions on how to attend. The Zoom link was posted on the District website before the meeting for people to access. The DRAFT LCP plan was posted for all to view 72 hours prior to the meeting on the District website and a hard copy was available at the District Office for viewing as well.

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

A survey was sent out to all employees, as well as the community to solicit specific feedback and input on the Learning and Continuity Plan. The following is a summary of the feedback received.

Staff- Of the 237 people Savanna employs, a total of 107 completed the survey. 79 responses were from Certificated members and 27 were from Classified members. Combined, responses included:
89% felt learning loss for students was the greatest impact from COVID
86% felt that the Social Emotional impact was the second biggest impact
85% of employees feel that cleaning and disinfecting was the most important aspect of returning in regards to health and safety with physical distancing following with 77% importance.
92% of our staff felt that Zoom was the most important program to help with the continuity of instruction.
97% of staff members felt it was important to provide devices and connectivity.

Based on the survey data collected after each Professional Development offered, the following data was collected.

100% of TK-2 teachers found both Seesaw sessions to be helpful. 96% of upper grade teachers, grades 3-6, found Google Part 1 to be helpful, while 94% felt Google part 2 was helpful.

The Benchmark Advance professional development for K-2 had a 100% approval rating while the 3-6 grade teachers rated it 90%.

The GoMath professional development ranged from 90%-100% helpful across all grade levels.

The iReady professional development rated 66% from two school sites, while the other two school sites rated it at 84%.

86% of teachers feel ongoing professional development will be necessary this year.

95% of staff members felt it was important to temporarily change roles and responsibilities in order to save jobs.

99% of our staff members felt the support for students with unique needs, English learners, Special Education students and those experiencing homelessness, low income and foster youth was absolutely necessary.

94% felt assessment to evaluate learning loss was important and 97% felt it was important to monitor and provide mental health support.

98% felt it is important to provide outreach for student engagement and to provide nutritionally adequate meals.

Based on narrative input from staff members, a need for technology support was mentioned for both students and staff. The desire for devices and connectivity for students was high.

The parent/guardian/student survey was completed by 618 people, the highest turnout of any survey distributed in Savanna. The following is a summary of the feedback and input:

82% felt that learning loss had the greatest impact from COVID, followed by 62% feeling the social emotional impact was next.

84% of parents felt that cleaning and disinfecting was the most important aspect of returning in regards to health and safety with physical distancing following with 72% importance.

87% of parents felt that Zoom was most helpful during distance learning.

98% of parents felt it was important to provide devices and connectivity.

97% felt it was important to temporarily change roles and responsibilities in order to save jobs.

98% of our community felt the support for students with unique needs, English learners, Special Education students and those experiencing homelessness, low income and foster youth was absolutely necessary.

96% felt assessment to evaluate learning loss was important and 94% felt it was important to monitor and provide mental health support.

98% felt it is important to provide outreach for student engagement and to provide nutritionally adequate meals.

Based on narrative input from parents, students, and community members, the importance of providing technology devices and connectivity for students was high. Parents feel very strongly on both sides of the fence on whether to stay home and continue distance learning or for a return to in-person learning on campus.

After meeting with the District Advisory Committee and the District English Learner Advisory Committee, as well with both Savanna District Teachers Association and the California School Employee Association, members were provided the opportunity for input and feedback of the draft plan. Both union groups felt it was important to alter some roles and responsibilities in order to save jobs. SDTA shared their input on future professional development ideas, as well as input on the technology needs.

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

The District hired Technology Interns in order to provide technology support for families in need. Additional technology devices and supplies were purchased to provide the necessary items needed for distance learning.

Teachers from the Distance Learning Collaboration Team provided input regarding schedules and the instructional day for distance learning. Input was gathered from District educational specialists, including psychologists and nurses, to ensure that services are in place to support our homeless, foster youth, English learners, special education students and students who may have experienced a larger learning loss, or who may need supports for emotional or academic needs.

Teachers and Administrators input helped guide the creation and development of the professional development offered to support the teachers with technology and curriculum needs aligned to curricular goals.

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.]

In person instructional offerings will take place as soon as possible once it is safe to do so consistent with public health guidance. Plans and protocols are in place for both health and safety concerns as well as for teaching and learning.

Many health and safety concerns in regards to physical distancing, cleaning and disinfecting, hygiene practices, protective equipment, and plans for campus access have been planned and are already in place. Physical distancing will be mandatory on all sites and appropriate physical distancing in each classroom will take place. Reduced class sizes will be in effect to allow for physical distancing. Strict cleaning and sanitizing protocols will be enforced in accordance with federal, state and local guidelines. Training took place on proper hygiene practices by the District Registered Nurses and have been implemented district wide and will continue once children return. Students will be taught proper hygiene practices upon their return as well. Staff and students are required to have their temperature taken daily through a walk by thermal temperature scanner, and staff members will fill out a self-monitoring form daily. Personal protective equipment such as masks, face shields, gaiters, hand sanitizer, sinks and soap have been provided for all staff members and students. Savanna has partnered with the Cypress College Nursing Program to provide nursing students to help with temperature scanning and to perform a wellness check on each student as they enter campus. Desk shields have been supplied for every student desk, teacher desk, computer desk and front office desks across the district. Plans for proper campus access and one-way walkways have been devised by each site principal based on the layout of their school campus.

Cleaning protocols are implemented using the CDC guidelines as follows;

- * CDC recommendations call for increased disinfecting of surfaces:

- * Frequently disinfect the following surfaces:

- * Desks

- * Chairs

- * Keyboards, phones, headsets, copy machines

- * Disinfect the following at least daily:

- * Door handles

- * Handrails

- * Drinking fountains

- * Sink handles

- * Restrooms surfaces

- * Toys, games, art supplies, instructional materials

- * Light switches

- * Playground equipment
- * Consider having staff disinfect their own workspaces, including teachers and office workers.
- * Restrict the sharing of instructional materials and technology when possible.

Vehicle COVID safety will be implemented by minimizing employees sharing a vehicle whenever possible and the wearing of face masks when vehicle sharing is necessary. Service vehicles shall be sanitized at least once a week or as needed. For student transportation purposes, students will be wearing face masks while being transported as required and drivers will be cleaning and disinfecting buses daily or as needed. Students will be encouraged to practice social distancing at bus stops prior to boarding as required. Savanna has partnered with the Cypress College Nursing Program to provide nursing students to perform a wellness check with each student prior to the students boarding the bus.

Based on investigating various models of a return to school schedule and feedback from a parent survey, the following models were identified:

Option 1-100% Online Distance Learning

Option 2-Hybrid of 50% In-person with teacher, 50% Online/Independent Learning with transition to 100% learning at school

Teaching and learning plans have been devised to ensure student needs are addressed. The iReady intervention and assessment program will be our primary tool for evaluating learning status for both English Language Arts and Mathematics. Students will be administered individualized lessons based on their specific needs. Other formative and summative assessments through Benchmark Advance, GoMath and teacher created assessments will also be administered to evaluate the learning status of each student. Implementation of intervention and small group and/or individualized instruction will take place as soon as possible to address learning loss, especially for those students who have experienced significant learning loss due to the school closure in the 2019-2020 school year. A consistent cycle of assessments will take place to ensure development of student learning is taking place. SMART goals will be developed based on assessment data and an ongoing evaluation of goals will be expected to ensure continuous improvement. Small group differentiation will be utilized to accelerate learning and target student needs. The district Differentiation TOSA will provide additional support and professional development in this area. A model of a hybrid schedule as well as a full in-person model has been devised with an instructional schedule in place to maximize learning time to address students' needs. Social emotional supports and interventions will be met using the support of the School Psychologist, Intern School Psychologist, Counselors and Counseling Interns to provide individual and group counseling services to our students. Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) will continue to be implemented at all sites to continue the development of student well-being and the continuous improvement of student outcomes. Students in need of emotional well-being support will participate in The Second Step Social Emotional Learning Program.

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

Description	Total Funds	Contributing
Personal Protective Equipment- masks, gaiters, face shields, sneeze guards, panels, partitions purchased to ensure safety for students and staff.	180,422.88	No

Description	Total Funds	Contributing
Health Screening Tools-Thermometers and Body Camera Systems for temperature screening	144,859.75	No
Health Screening Staff	200,660.00	No
Increased outdoor seating needs for social distancing during lunch	484,143.00	No
Additional cleaning necessities-Electrostatic cleaner and air scrubbers	56,012.79	No

Distance Learning Program

Continuity of Instruction

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

The continuity of instruction in Savanna School District remains a primary focus during the distance learning program. The school year for students began on August 17, 2020 in a distance learning format and the district plans to transition to in person instruction when deemed safe to do so by the health care agencies, medical professionals, and the governor. Students will have access to the current board adopted full curriculum whether it is in a distance learning format or an in-person format. The district has intentionally kept the continuity of the instructional curriculum the same so that the transition to in person learning will be as seamless as possible on students' learning. The board adopted English Language Arts, English Language Development and Mathematics curriculum are all available in an online platform as well as hard copy pencil/paper versions that were made available to all Savanna students. Students have access to online applications and programs during the distance learning format just as they would in an in person learning environment. A drive-by curriculum and supply pick-up was conducted at each site in order for every student to have access to paper pencil workbooks for curricular needs and supplies provided for each student. Every grade level will receive the minimum mandated instructional minutes (TK-K=180 minutes, 1-3=230 minutes, and 4-6=240 minutes) in a synchronous and asynchronous format and learning hours have been designated as 8:00 to 12:30 daily with teacher office hours available after the learning day. Both integrated and designated ELD will take place daily for our English Learner population. In addition, EL Resources are available on a weekly format in both English and Spanish on the district website as additional

support. Our Transitional Kindergarten through Second Grade students will utilize Seesaw as the learning management system and our Third through Sixth Grade students will utilize Google Classroom. Assignments will be assigned and collected via the Seesaw and Google Classroom learning management systems, and will be graded. Teachers plan to use Zoom for face to face interaction and Class Dojo, email and phone calls for communication to families. Phone calls and information from the school site will continue to be translated into Spanish as well and teachers will have access to instructional assistants for translation needs.

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.]

In the 2019-2020 school year, our District was not in the position to distribute devices to students that were CIPA compliant. Specifically, at the time, our devices were not set up to be filtered off site. In order to meet the learning needs of our students, they were provided with workbooks and packets in order to participate in their grade level assignments. Teachers used a variety of platforms to communicate lessons and assignments to parents such as prerecorded video lessons which were sent through email, Class Dojo, Seesaw and other platforms. In addition, many teachers utilized Zoom to hold live classes for those who were able to attend. For students who were unresponsive to the lessons and activities provided, principals were notified and parent contact was made to find out how we could further support those families. For the 2020-2021 school year, we surveyed parents during student registration to see how many devices were needed as well as how many families were without access to the internet. Through the data gathered, devices and hotspots were purchased for our students. Those who completed the necessary information during student registration were provided with devices prior to school starting. Those families who opted for devices after the start of the school year were placed on a waiting list in order to provide time to prepare and deploy devices for those students.

As of August 1, 2020, the Savanna School District has purchased 1,500 student devices, 200 hotspots, and we have received 250 donated devices which were utilized to support our students. We also purchased headphones for every student as well as keyboards to go along with our iPads, so that students could utilize the iPads for typing assignments. Unfortunately, the hotspots purchased through Verizon were on backorder and were not able to be distributed to families prior to the start of the school year. All hotspots should be distributed by the middle of September. For any families who cannot connect to a virtual platform, teachers will call students daily and review lessons and assignments over the phone. If attempts to contact students are not successful, home visits will be made by our Director of Student Services and our Community Liaisons.

To support students and families in the area of technology, our teachers received a full week of professional development sessions that were focused on the District adopted technology platforms, prior to the start of the school year. In addition, we have provided a variety of how-to guides and videos that are accessible to teachers and families via the Clever portal. Help guides are currently provided in English and Spanish for our parents. We have partnered with Cypress College in order to provide a technology intern at each school site who will be available in person or over the phone Monday through Friday to support our parents and students with technology concerns. The majority of our technology interns speak Spanish and will be able to communicate fluently with our Spanish speaking parents. A translator will be available if the need arises.

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.]

Savanna School District is monitoring and tracking student progress through live contacts and synchronous instructional minutes utilizing the combined daily participation and weekly engagement template issued by the California Department of Education that will be certified by each certificated teacher of record for the class. Savanna will monitor and measure participation using assignments and assessments that are completed. Time value of student work will be evaluated by the classroom teacher and measured based on complexity of the assignment, content standard, developmental appropriateness and the completion of assignments. Attendance is taken daily and documented through AERIES (SIS system) and on the daily participation and weekly engagement template.

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.]

Savanna was able to deliver six days of professional development and afford teacher planning and preparation time before students began on their first day of school. Professional Development began with a new Learning Management System (LMS) for Savanna teachers utilizing Seesaw for our Transitional Kindergarten through Second grade teachers and Google Classroom for our Third through Sixth grade teachers. The first two days of professional development consisted of the components of each LMS program with technology support from the Districts' three Teachers on Special Assignment (TOSAs). Professional Development was provided on using Zoom for live video interaction. Additional professional development was delivered to address the online distance learning components of the Board adopted English Language Arts and English Language Development, Benchmark Advance, and our Mathematics, GoMath! curriculum. This professional development was facilitated by the district TOSAs as well as the publisher facilitators. Both publishers had developed lessons, videos, and resources specific to the distance learning model to help support teachers with instructing in an online distance learning format. An additional professional development day was spent on iReady, which is an interactive online learning environment designed to assess students and provide individualized instruction based on each student's unique needs. All professional development sessions were recorded for teachers to be able to review any of them as needed. TOSAs were available for any additional supports for all teachers, not only during the professional development six-day time frame, but will be available throughout the school year. Whether it be through a Zoom meeting, by phone, or in person with social distancing in place, the TOSAs were readily available for additional support. How-to videos and click sheets were developed and shared for teachers as a resource, not only on the most recent professional development, but also on Zoom, how to record videos, Class Dojo, etc. Ongoing professional development will occur throughout the year addressing additional needs and providing further scaffolding for curriculum and technological needs. The district Technology TOSA will continue to address staff needs for technological support.

Professional development was also provided for our classified employees. Professional development included cyber safety and Zoom to address basic technology needs. They further received professional development in the areas of Google Classroom and Seesaw to help support our students in their distance learning environment. Small group instruction was an area addressed to further be able to support our students and address learning loss.

All staff members completed the Keenan SafeSchools training on Coronavirus Awareness and Coronavirus: Managing Stress and Anxiety. In addition, videos were recorded and shared on all of the safety practices occurring in Savanna for not only during distance learning, but when students are able to return as well. Site principals supported staff on site with additional support in the areas of Zoom, Google

Classroom and Seesaw, in addition to the myriad of questions their staff come to them with. District Registered Nurses supported staff members by delivering professional development on safety, health and hygiene practices. MOT staff delivered professional development and information on cleaning practices in place at Savanna. School Psychologists provided professional development in the areas of social emotional identification and support.

Staff Roles and Responsibilities

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

As a result of COVID-19, in order to meet the academic and social emotional needs of our students, staff roles and responsibilities have been altered or changed. Although classroom teachers are still teaching, their role has shifted to an online teacher. Our Resource Specialists, Title I teachers, Speech Pathologists, Nurses, Counselors, and School Psychologists have all shifted their support to a virtual support system in order to continue to support our students with their academic and social-emotional needs.

In order to save jobs, Savanna opted to offer alternative assignments and responsibilities of many classified staff members. Many of our Noon Duty Supervisors, Bus Drivers and Instructional Assistants have adjusted roles in order to help keep our facilities sanitized and to support teaching staff with additional student supports. All Noon Duty Supervisors and Instructional Assistants were trained in our Learning Management Systems as well as on Zoom in order to provide some additional support via break-out rooms. Some Instructional Assistants and Noon Duty Supervisors are helping with our food services department to help prep and distribute student meals.

Ongoing discussions with both CSEA and SDTA bargaining units have been held.

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.]

Savanna School District is committed to continue to provide supports for our students with exceptional needs during distance learning. To meet the needs of our English learners, teachers will continue to provide designated and integrated ELD time daily. Designated support may include small group work via breakout rooms, or additional small group work during extended or alternate learning time. We were able to finish Summative ELPAC testing in the Spring in order to differentiate learning this year based on the ELPAC data. We will be conducting Initial ELPAC testing to evaluate our newcomers and appropriately group based on levels. Instructional Assistants will be available for additional support under the direction of the certificated teacher. Students will practice listening and speaking skills via Zoom live interaction. Scaffolds will be implemented and ongoing assessment will be provided to determine necessary targeted instruction. The Differentiation TOSA will provide ongoing support to teaching staff and provide for additional professional development to address the needs of our EL population during distance learning.

Students with exceptional needs will need additional supports in place. Our Special Education Team comprised of SDC and RSP teachers, school psychologists and interns will continue to provide programs and services to meet their needs. RSP services are being provided per

the student's IEP. Service minutes are being provided via Zoom along with Seesaw and Google Classroom being used in the student's general education classrooms which teachers use to communicate with their students regarding their assignments and progress.

SDC classrooms are using Seesaw and Google Classroom to communicate with their students regarding their assignments and progress. Special education service minutes are being provided per the student's IEP via synchronous and asynchronous formats. Teachers focus on the individual student's IEP goals and service minutes that are being provided via Zoom in a whole class and/or small group and possibly individual format. Instructional assistants are also able to use Zoom to provide individual and/or small group instruction. SDC teachers utilize Boardmaker Online to assist with visual learning.

Service providers are providing services to the students based on the individual student's IEP. Service minutes are being provided via Zoom.

The students at Savanna School District are able to check out a district issued device to access the classroom materials via Seesaw and Google Classroom. On the device, the students will have access to Zoom to be able to communicate with their teacher and service providers. District issued hot spots are available to students who do not have access to or limited internet services.

The teachers and support providers will contact the parents via a phone call or email to advise them of the process of the class and how to access Seesaw and Google Classroom as well as signing onto Zoom.

Savanna School District has established a Distance Learning Plan and is making the plan part of each of the IEPs being held while the district remains on distance learning and/or the family chooses to continue with the distance learning format.

For purposes of progress towards IEP goals, the students will be assessed as dictated in their IEP (e.g., record review, classwork, assignments, observation, informal assessment). IEP meetings are being conducted virtually via Zoom.

Savanna School District special education staff will be assessing students for purposes of determining initial and continuing special education eligibility. Parents will have the option to temporarily opt out of having their child assessed. The assessments will take place in a one on one setting for most children but a group of assessors will be used for preschool students for their initial assessments. There will be plexiglass dividers to separate the students and the assessors. In addition, the district will provide sanitizing supplies to be used between assessments as well as cleaning, disinfecting and sanitizing nightly.

In addition to our district foster youth liaison, Savanna has two community liaisons, counselors and counseling interns to help with additional support for our foster youth and homeless students. Resources and outreach will be maintained to ensure these students with unique needs have the support and resources they need to be successful in distance learning. Our liaisons provide wrap around services and home visits and through Savanna Student Support Services and partnerships with community agencies such as Western Youth Services and the Stanton Family Resource Center, we will continue to provide the resources they need. Additionally, technology devices and hotspots will be provided with technology support available during distance learning.

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

Description	Total Funds	Contributing
Technology Devices and Connectivity	619,092.50	Yes
Technology Gear/Supplies-headphones, keyboards, cases, carrying bag, etc.	77,883.62	Yes
Seesaw Learning Management System for online learning	6,709.60	Yes
Online Curriculum Components-Zaner-Bloser, Boardmaker, Second Step, Learning Without Tears, Starfall, Typing Agent, etc.	15,682.76	Yes
Professional Development	2,800.00	Yes

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.]

Learning loss for our students is a valid concern for Savanna. We are well aware that our students did not see all of the academic growth as they typically would due to COVID-19 and school closure. We plan to use a variety of assessment tools to verify and identify the learning loss that has occurred. The primary source of data will be through the use of iReady Intervention. All First through Sixth grade students will take the iReady Diagnostic to evaluate where students are academically in English language arts, English language development, and Mathematics within the first six weeks of the school year. Kindergarten students will take the iReady Diagnostic within the first nine weeks of school. We will compare that data to the Diagnostic assessment students took in January 2020 as a comparison and an evaluative factor in learning loss. iReady delivers online lessons that provide tailored instruction and practice for each student to accelerate growth. In addition, teachers will continue to use formative and summative assessments to measure where students are performing.

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.]

Various strategies will be implemented to address learning loss and accelerate the learning process for all students. Our English learners, Special Education students, low income, foster youth and homeless students will need additional support to address learning loss. All students will take the iReady diagnostic assessment in both ELA and Math, in addition to formative and summative assessments. Our adopted curriculum for English Language Arts and Mathematics also provide additional support for differentiated instruction. Our Benchmark Advance ELA/ELD curriculum has designed specific intervention for English learners in a distance learning format. Teachers will evaluate the academic data and write SMART goals in order to form small groups to implement differentiated instruction. Scaffolding instruction and differentiated instruction must take place in order to address the needs of learning loss for our students. Teachers are able to utilize breakout rooms using Zoom to meet with small groups to differentiate instruction. Office hours and afternoon hours are available for one on one support or an additional layer of support for our students. Furthermore, teachers will work with their grade level teams to analyze data to help identify necessary interventions. Our Title I schools will utilize the designated Title I teachers to provide further intervention. Title I teachers are working with small groups to address the academic intervention as well as the social emotional support needed for our students. SST online is utilized at all school sites as a means for tracking data and intervention strategies used. Teachers will continue the use of the Multi-Tiered System of Support (MTSS) framework to address learning loss making sure to reach each child and provide equity-based instruction. Ongoing professional development will be offered this school year to specifically address the areas of learning loss, especially in the areas of English learners, social emotional learning, and differentiation. Our Special Education teams on each site will provide additional layers of support, specifically to address the social emotional support needed. Savanna is committed to providing breakfast and lunch to every student this year so that nutrition is not a barrier in their learning day.

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.]

The effectiveness of the strategies devised to address learning loss will be measured in a cyclical manner based on the assessments given. iReady data is gathered through a multitude of reports, including growth reports, accessible to all teachers. With the additional support of our Data and Assessment TOSA, data will be evaluated on a regular basis to determine if the strategies being implemented are effective. The extra support by the districts' three TOSAs will be implemented for professional development, teacher support and coaching if necessary.

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

Description	Total Funds	Contributing
Instructional Assistants to support student learning	424,201.00	Yes
School Counselor and increased Psychologist services	717,529.00	Yes

Description	Total Funds	Contributing
Counselor Intern Supervisor	65,880.00	Yes
Upgrade to Zoom Premium Service	1,860.00	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Savanna has implemented a support system for students and their families and is committed to continue supporting their social emotional needs. Savanna will continue to provide students and their families mental health and social-emotional wellbeing support through the Savanna Student Support Services and through partnerships with community agencies (such as Western Youth Services, the Stanton Family Resource Center, and the Orange County Mental Health Agency). With the support of school psychologists, psychology interns, school counselors, counseling interns and Behavior Support teachers, students in need of emotional well-being support participate in The Second Step Social Emotional Learning Program. In addition, our School Psychologists, Intern School Psychologists, Counselors and Counseling Interns all provide individual and group counseling services to our students. The Second Step curriculum and is utilized at all four school sites. Additional professional development on Second Step will be provided to our specialists, psychologists, counselors, and Title I teachers, who utilize the program with specific students. Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) will continue to be implemented at all sites to continue the development of student well-being and the continuous improvement of student outcomes.

The school psychologists, intern school psychologists, counselors, counseling interns, and community liaison will follow-up with the student and parent of the student to monitor their progress while receiving services and possibly provide additional resources. If necessary, the school support staff will follow through with the school staff on the child's progress as well. After making contact with the staff requiring crisis counseling and/or resources, the school psychologists, intern school psychologists, counselors, counseling interns, and community liaison will follow up with those staff members on their ability to access the resources and if necessary, provide other resources and support. Documentation will be housed internally and accounted for through the school psychologists.

In order to support Savanna staff members, Savanna provides the Employee Assistance Program to all eligible staff members which includes in person, phone or video consultations for staff members and eligible family members. Additionally, the School Psychologists, Intern School

Psychologists, Counselors and Counseling Interns are also available to support our staff members and provide them with additional counseling or crisis resources if necessary.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Savanna School District has adopted a multi-tiered system of support for student attendance. During distance learning, any student who is absent more than three school days in a week will require student and family outreach support. Engagement will be monitored utilizing the weekly engagement template. Translators are available to assist.

Tier 1-Teachers will reach out via phone, Dojo, etc. to reach families to make a connection and discuss the importance of attendance. Teachers will initially check to make sure students have devices and hot spots available so technology is not a barrier.

Tier 2-Identification of students who have missed more than three days of distance learning is tracked through AERIES and the daily participation and weekly engagement template. The principal is notified and appropriate office staff (school psychologists, school office coordinator, school liaison, school nurse, principal) call home to explain the importance of attendance and the effects of chronic absenteeism and other challenges of not fully participating in the educational program. Automated phone calls are sent home each day a child is absent as well.

Tier 3-The third tier of the plan ensures that students with attendance problems are identified as early as possible to provide applicable support and interventions at the school. School office staff and/or School Psychologist at the school will follow up with a phone call to the families to discuss the continued attendance issue and what steps can be taken to improve the student's attendance.

Tier 4-The fourth tier will include home visits by the Director of Student Services with the community liaison to make a connection with families on steps that can be taken to improve the student's attendance. The school should also consider holding a student attendance review team (SART) meeting via phone or Zoom. A referral may also be made to the Orange County District Attorney's Parent/District Attorney attendance meeting.

Tier 5-The fifth tier serves students who have exhausted the resources of the school by a referral to the school attendance review board (SARB). The SARB is composed of a diverse group of experts who will link the family to any needed school district or community services. The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.

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.]

At Savanna School District we embrace healthier lifestyle changes. We believe healthy eating and good nutrition go hand-in-hand. School meals offer proteins and grains, fruits and vegetables, and milk, which meet or exceed the requirements of the Healthy, Hungry-Free Kids Act. During these challenging COVID times, Savanna School District has been able to provide nutritious Grab & Go meals with student's favorite breakfast and lunch entrées and a variety of fresh fruits and vegetables which meet all of the daily meal requirements.

To best meet the needs of our community, we have determined it's best to serve five days of breakfast and lunch meals during a weekly Grab & Go distribution at a central location; parents appreciate this format as it means fewer trips out of the home along with reduced exposure. Our food services team packages meals on Thursdays and Fridays prior to each Monday distribution. The main entrees are pre-packaged with breakfast entrees being shelf-stable and lunch entrees being frozen, allowing parents to heat and serve at a time that best meets their family's need. Our food services team packages five days of each of the following per student:

- Five frozen lunch entrees
- Five shelf-stable breakfast entrees
- Five days of a variety of fresh fruits and vegetables
- Ten 8 oz. cartons of 1% white milk or nonfat chocolate milk

Because of the demand of frozen pre-packaged frozen entrees from school districts that didn't order them previously, we've found a need to order well in advance to ensure we can meet the needs of our community. With the new Federal guidelines allowing all of our students to eat for free through December 2020, we will be providing significantly more Grab and Go Meals, making it even more important that we secure frozen entrees at least two weeks in advance.

While we had minimal refrigerator storage at sites in the past, milk, fruit and vegetable deliveries were provided daily. The preordering of milk as well as fresh fruits and vegetables necessitated the purchase of a large refrigerator to store the packages prepared by our food services team the week prior to distribution. While we had minimal freezer storage at sites in the past, deliveries were provided more often as food was readily available. The need to have delivery of frozen entrees in advance necessitated the purchase of a new walk-in freezer in our warehouse.

When we return to in-person learning, our food services department will continue to provide prepackaged entrees which will include the required servings of fresh fruits and vegetables. These will be delivered to classrooms at the beginning of each lunch period where students will be able to 'grab' their meal, along with their choice of milk, and go to an assigned eating area in our outside lunch shelter. In order to accommodate this need, our food services department purchased insulated serving carts to hold the prepackaged meals and milk.

Our Grab & Go breakfast meals consist of 1 serving of grain, ½ cup of fruit, and 8 oz of 1% white milk or nonfat chocolate milk daily. A daily breakfast menu contains 400-500 calories per day and less than 10% of the total calories may contain saturated fat. Half of the grains offered must be whole grain-rich, sodium levels must be equal to or less than 540mg per day with zero trans fats.

Our Grab & Go lunch meals consist of 2 servings of grain & 2 servings of protein, ½ cup of fresh fruit and ½ cup of vegetable, and 8 oz of 1% white milk or nonfat chocolate milk daily. A daily lunch menu contains 600-650 calories per day and less than 10% of the total calories may contain saturated fat. Half of the grains offered must be whole grain-rich, sodium levels must be equal to or less than 1,230 mg per day with zero trans fats.

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

Section	Description	Total Funds	Contributing
School Nutrition	Food Services Supplies for the purpose of storage for large amount of food	353,159.59	Yes
Pupil Engagement and Outreach	Community Liaisons to assist with family outreach	39,147.00	Yes

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
25.59%	4,234,704

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.]

Savanna School District has an unduplicated count of students representing 75.1% of our total enrollment. When formulating goals and actions to support our students, we prioritize the needs of our English learners, foster youth and low-income students. These actions are principally directed to meet the needs of our English learners, foster youth, and low-income students. Funds will be used to increase student support services through the following expenditures:

- Intervention materials-iReady
- Technological devices-iPads
- Technology software-Seesaw, Zaner-Bloser, Lightspeed Relay
- Hot spots for internet connectivity
- Professional development-iReady, GoMath, Benchmark Advance, ELD
- Coaching-TOSAs
- Support for student services-district liaisons
- Social-emotional and behavior programs-Second Step
- Counseling-Intern counselors as additional support

These principally directed services provide substantial support above and beyond the regular core program and will ensure access and equity for the continuity of learning for our most vulnerable student population. These services will continue to provide principal benefit to unduplicated students.

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

Savanna School District remains committed to providing services to promote student growth and achievement, including our foster youth, English learners, and homeless students. These services are designed with these student groups in mind to ensure a high quality, equity-based education and were considered first in decision making.

The previous LCAP goals (student achievement, parent involvement, school climate, attendance) will still remain intact to meet the percentage required.

When evaluating needs from distance learning in the spring, the most significant need we saw was the need for devices and internet connectivity. Devices and hot spots have been offered for any student in these student groups. Technology support is available to help as well.

Paper curriculum has also been sent home as an additional resource. These resources will benefit our students and families at home to allow them to engage in learning.