



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
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General Information

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

In March 2020 the SUSD began distance learning with the belief that we would push-out asynchronous work packets to students for three weeks and then we would return to in person learning. Throughout the final trimester of school the district experienced constant change and the unknown. Decisions had to be made regarding every aspect education including schedules, grading, balancing synchronous and asynchronous learning, connectivity, and new applications. Throughout the summer we made extensive plans to reopen in person only to have a decision regarding distance learning handed to us approximately three weeks prior to opening. Administration worked to take into account all of the feedback from the spring and summer that had been given through surveys, leadership committees such as Superintendent's Advocacy Committee, DELAC, District Leadership Teams and board meetings to build a successful reopening. New positions were created to support teacher professional development around distance learning. Schedules were created to reflect balance for students. As we move into the fall we will continue to listen, revise, and improve our distance learning teaching.

Stakeholder Engagement

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

Parents and educators were invited to hear the process for transitioning to distance learning and give constant feedback were through a variety of meetings and forums. Superintendent, Ken Geisick sends regular updates to parents and teachers through Parent Square and these messages are made public with postings on the website. Board members hold regularly scheduled office hours using Zoom for more individualized feedback that is then shared with the administration. Community comments are also read aloud during board meetings for all community to hear. There have been surveys sent to parents and teachers to gather information regarding the reopening schools and distance learning (June 1, July 2, July 31, and September 29). Teachers give input on many subjects including the daily schedule, grading, professional development, and online tools through District Leadership Teams, surveys, grade level meetings, department meetings, Tech vetting committee and negotiations. The Saratoga Educational Foundation also meets monthly with administration to share ideas and concerns. The Superintendent's Advisory Committee meets monthly to share input and feedback and the LCP plan was shared on September 1st. The District English Learner Advisory Committee meets four times per year to hear about proposed programs for English Learners and give input (March 25, Sept. 1). At the September meeting the LCP plan was shared and parents had the opportunity to ask questions and give input. Families are offered translation in both Mandarin and Spanish. The families that participated in English Learners Development summer school were also invited to give feedback in a survey. The Superintendent and Assistant Superintendent meet weekly with STA representatives. Invitations for meetings are sent out a variety of ways including email, Parent Square, and published on the district website which has a mechanism to translate to other languages.

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

In person meetings are not allowed during this time. Following with EO N-29-20 this has allowed SUSD board meetings are held using ZOOM. The link is emailed to parents and teachers in advance as well as shown publicly on the district website. The public may send in emails prior to the start to be read aloud at the beginning and they may write comment to be read aloud during each public hearing item. In addition, all public meetings including Superintendent's Advisory Council, SAC, District English Learner Advisory Committee, DELAC, etc. are held via ZOOM with advertisement offered through Parent Square and the district website. Board members offer ZOOM office hours several times per month.

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

There were many trends in the feedback from both parents and teachers including a need for a better engagement and routine so students would treat distance learning as seriously as in-person schooling. Specific suggestions included more small group work especially at the lower grade levels. There were suggestions for some videos so students may follow the flipped classroom method. Feedback indicated there was a need for clear set schedules at all levels TK through 8th-grade with consistent breaks so families that have students in multiple grades could have a mutual lunch time. Stakeholders expressed a desire for social emotional learning to be embedded throughout the day and equity awareness. There were concerns from both families and teachers that protocols for online behavior need to be clear and consistent and there was a request from parents that certain sites be blocked from the Chromebooks so students would not play online when

they need to be working on assignments. There were many requests from parents that the platform for checking assignments and communication be more consistent across teachers and sites so it would not confuse them. There were requests from all parties that grading return to the same form as it was prior to distant learning and we not use pass/no pass again. From teachers we heard there was a need for professional development so they could feel knowledgeable about various tools and apps. We also heard the need for more interactive applications such as Jamboard, Edpuzzle, Screencastify to increase student engagement. We also heard that teachers needed a bit more time prior to students returning so they could prepare for a new type of teaching. We heard from both families and teachers a desire to start the first week or two of school slowly with time for teachers to build relationships with individual students and small groups.

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

As a result of stakeholder input professional development was scheduled for the five days prior to school beginning for students. Four of the days were made possible by reworking the regular calendar and the fifth became an optional paid day. Offerings in Zoom, Google meet, Google Classroom, SeeSaw, self videotaping, small group options, and Social-emotional learning were offered to teachers. In order to better support teachers tech lead positions were created at both elementary and middle school. These teachers still remain part time in the classroom so they are continuously trying the same skills and apps they are teaching to their colleagues. The district leadership teams created schedules after discussing best practices and viewing schedules from other districts. The tech leads created infographics showing protocols for students and also videos on how parents can access information and set their students up online. Consistent platforms were decided upon - SeeSaw for grades TK to 2nd and Google Classroom for grades 3-8. The middle school will slowly transition over to Canvas during the first semester. Canvas is used by the county and the local high schools. Our tech department was able to block some sites per parent. A tech vetting committee was formed to look at the possible tools and apps that would be most useful for teachers to engage students. This committee will continue to meet as new tools need to be considered. One of the district goals is to make sure we provide training to teachers and aides for the tools we choose so the Wednesday early release time will be utilized for this purpose as well as staff and department meetings.

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.]

Saratoga has a 3 phased approach for learning options for the 2020-2021 school year. Due to the Governor's order schools in Santa Clara County are not able to reopen for in-person instruction. When we are allowed to begin in-person instruction we will move out of Phase 1 Distance Learning into Phase 2 a Hybrid Approach. At this time all learning will remain distant learning and we are not having any in-person instruction. When SUSD is able to return to in-person learning we will use the hybrid model to allow sufficient time for cleaning and

disinfecting.:

Screening Process:

- Daily health screening must be completed at home before students can come to school. Process to be published in August.
- Response protocol for suspected or confirmed cases followed (per SCCPHD).
- Students or staff with any identified COVID-19 symptoms and/or a temperature of 100 or higher must be sent home immediately until testing and /or medical evaluation has been conducted.

Procuring PPE:

- all adults must wear a cloth face covering at all times while on campus, except while eating or drinking. Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.

Cleaning and Disinfecting:

- HVAC systems have been adjusted to allow for maximum pull of outside air along with COVID compliant MERV-13 filters per EPA and ASHRAE recommendations. Windows and doors will be open as much as possible to let fresh air in.
- Custodians will increase the frequency of restroom checks and cleaning of high touch surfaces.
- One touch faucets are installed in student restrooms.
- Enhanced cleaning and disinfection implemented per SCCPHD guidelines. Custodians will clean and disinfect classrooms each night. There is adequate time between the M/T and Th/F cohorts for additional cleaning and disinfection of rooms.
- No-touch hand sanitizer dispensers are available in every classroom and around campus.

Physical Distancing:

- Staff and student desks are at least 6 feet away to minimize adult-child virus transmission.
- Students will sit physically distanced as much as possible per the guidelines from SCCPHD.
- Teachers maintain a 6 foot distance from students as much as possible.
- Parents of students coming onto campus for small groups must complete the home health assessment before coming to school. Process to be published in August.
- By staying with the same cohort or “pod” of classmates, the number of possible exposures is minimized. If one cohort is affected by COVID-19, only that cohort would need to quarantine.
- Drop off and pick up procedures: drivers are to remain in their vehicles. If an in-person pick up or drop off is required, they must wear a face covering.

Hygiene Practices:

- All staff fills out a daily health screen whether they work from a site or home. We are working on installing signs with URL codes so anyone on campus can use their phone to record which areas of a site they entered. This will help with contact tracing and a cleaning schedule for our custodians.
- All students are required to wear cloth face coverings while arriving/departing from campus or outside the classroom (except when eating, drinking, engaging in physical activity).
- Grades 3 and up are required to wear a mask/face covering at all times. TK-2 students are highly encouraged to wear a cloth face covering

during on-campus meetings.

- Students with special needs who are unable to tolerate a face covering are exempt from the mask requirement.
- SICK CHILDREN and STAFF should STAY HOME to protect the cohort!
- Time for frequent hand washing will be built into the school day.
- Visible signage to remind children and adults of hygiene, safety, masks, and distancing.

Teaching and Learning:

Please refer to page 10 in the SUSD Reopening of Schools Plan -

<https://docs.google.com/document/d/1geAHJEO0BYzRd4aTohj6nakbW5d2c2sl3AL2akCRFG4/edit>

Phase 2: Return to School

- Students will be grouped into a cohort of half the class. Students will attend school on campus on Monday & Tuesday or Thursday & Friday.
- On non-in person days, students will work on asynchronous lessons.
- On Wednesdays, students may have a mix of online live interaction or rotating in-person instruction with their cohort. In the afternoon teachers will have training and collaboration time with other staff.
- Students stay in their homeroom or core teacher cohort during their in-person days. Special subject and/or enrichment teachers may rotate in maintaining 6 foot distance.
- Students will eat snacks and lunch with their cohort.
- Leveled instruction such as math at Redwood Middle School will take place via digital learning either in class or at home. Math teachers will rotate into classrooms to provide learning assistance.
- Special Education: Most IEP and ELD services would be provided in person. Distance Learning options may be utilized for some services.
- Activities will be limited:
 - * No volunteers in the classroom or on campus
 - * Minimal sharing of supplies
 - * No assemblies, very limited or no field trips
 - * Students cannot mix with other student cohorts
 - * No band or choir due to increased risk of aerosol. Remote band/choir is under evaluation.
 - * Sports to be determined per SCCPHD health orders

Assessments:

- TK-5 ELA: DRA and ESGI testing for primary mainstream students in the first month and reassessing approximately once per trimester along a variety of specific tools to evaluate students according their individual IEPs.
- TK-5 ELD: Leveled Literacy Intervention (LLI) is a small-group intervention that uses assessments routinely as students progress through lessons.
- TK-5 Math: For elementary math Eureka Math Sync is under consideration as well as chapter preassessments and CAASPP interim assessments.
- RMS ELA: Pre-assessment which can be given remotely with the myPerspectives adoption and forming a writing preassessment is under consideration with calibration time. CAASPP interim assessment are also being considered since all students would be able to log in to the secure browser with the Chromebook.
- RMS ELD: Students are given instruction based on their ELPAC scores and information from the ELA assessments.
- RMS Math: End-of-course assessment from the previous late May will be used as the baseline as this will give us data points for all current seventh and eighth graders. MARS assessments are used to all determine growth and areas of need for 6-8th grade students.

Additional Supports:

For students who are struggling academically in grades K-5 we are utilizing our highly trained intervention teachers. Students will be pulled in small groups and 1:1. At the middle school there is an A period for students struggling in mathematics. Teachers pull students individually and in small groups as necessary after the core part of the day is over as necessary when they are struggling with concepts. To address social emotional needs we have an expert consultant guiding us as well as CASSY counselors at each site. All teachers will participate in Equity training through EPOCH. All administration is following the three signature practices from CASEL during meetings: an opening connector, engaging practices throughout the lesson, and an optimistic closure. All elementary teachers have a morning meeting and a closing time so they can practice these routines with students. RMS teachers embed these practices throughout their lessons.

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

Description	Total Funds	Contributing
three elementary ELD/Reading Intervention teachers	445,000	Yes
CASSY Counselors	225,000	Yes
Social Emotional Content Expert	15,000	No
Epoch Equity Training	30,000	No

Distance Learning Program**Continuity of Instruction**

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

Daily Schedules: SUSD Reopening of Schools Parent Guide pages 16-18.

Instructional Delivery:

Saratoga Union plans to provide a robust academic and social emotional experience for all of its students including intervention and enrichment. Teachers have identified power standards that will be covered each trimester and they will work closely in collaborative grade-level teams at each site to ensure consistency. Most teachers are planning to departmentalize so they will share all students at a grade level and be able to better focus on a couple curricular areas. This will ensure time for teachers to create instructional videos in the content area of their focus and not have to be spread too thin. The elementary day is broken into three academic blocks. The minutes in each block vary according to grade level span but they are roughly one hour each. We know children do not have an attention span to spend this much time online so teachers will begin with either a flipped video instruction or a whole class mini-lesson. Then teachers will excuse students to work asynchronously while they pull small groups for 20-30 minutes. Teachers are learning when it is best to video tape themselves for instance with a read aloud or math instruction. Then they can make the most of small group time with a guided reading group, checking for understanding with a math concept, or discussing a difficult idea. The elementary day is also structured with a morning meeting for teachers to build relationships, practice SEL, and review the agenda. SEL strategies are being embedded throughout the student's day and each day closes with all students together for an optimistic closure. Reading intervention teachers will be available to pull small groups and give support to students who are struggling. The students' day will also include enrichment opportunities such as physical activity through Rhythm and Moves, art classes, and music. When the student day with their primary teacher ends there is time for the enrichment block and also specialists can work with students during this time without having to remove them from their core content as much.

The middle school schedule is designed so each teacher will see their students for three 55-minute blocks during the week. Teachers are used to seeing students daily and the twice a week hybrid block schedule was concerning to most of our highly professional and experienced teachers. The middle school teachers will structure their periods to allow for either flipped video lessons and live mini-lessons so they can also have the opportunity to pull small groups as needed.

Feedback and Grading:

The learning management system for TK-2 is SeeSaw and for grades 2-8 it is Google Classroom. The middle school plans to slowly transition to Canvas over the first semester. Traditional progress reports and report cards will be used.

Assessment:

A program, GoFormative, will be utilized for assessments as well as individual assessments for some students particularly at the primary level and SPED.

Designated and Integrated ELD:

Designated ELD will be provided by a specialist teacher at each site and integrated ELD is being provided by each classroom teacher in small groups. We are working to engage our English Learning families through more frequent DELAC meetings, translated videos updates, and reaching out through translators to offer individual assistance.

Engagement of Families:

Instructional videos to assist parents and students are available on the website - <https://www.saratogausd.org/Page/2336>

Teachers will use the district curriculum and in many cases the publishing companies have created additional online components. Some online curriculum we have been using for some time such as Stemscores, Dreambox, and Zearn and some curriculum we will be using is

new such as Lucy Calkins' writing units, Eureka math sync and an online science pilot. There are many new apps to increase engagement.

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.]

Saratoga Union is issuing a Chromebook to every student to use for their online classes. These devices were distributed at each site the week before school began. We also sent a survey to all families and teachers to determine if they had connectivity issues and were in need of a hotspot. The IT department works with families and staff who need additional support and when a device stops working properly. Since March the tech department has sent a survey, email blasts, notices through Parent Square, personal phone calls, and even delivered devices and hotspots to the doorstep of families in need. There will be approximately 1700 Chromebooks deployed and 100 hotspots. In addition, we have a tech lead who is creating parent and student info-graphs and videos to give instructions for how to use programs like Google Classroom and various apps as well as daily protocols for behavior expectations.

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.]

The daily schedules show an expectation that every elementary teacher holds a live morning meeting for attendance, review of the agenda, and to build relationships. The middle school teachers all login live for every period to take attendance and begin the instructional part of the lesson. Teachers are live throughout their day with students, but not necessarily ALL students. For instance, at the elementary level a teacher may be working with an individual student or small group while the other students work asynchronously on an assignment that is due later in the day. At the middle school level the teacher may introduce a lesson and then let students log-off to work offline but the teacher will remain present to answer questions and give guidance for those in need. The middle school teacher will also pull small groups later in the block as appropriate.

Our parents have shared that they appreciate balance and do not want their students online all day. When pupils are online parents prefer the small group sessions and when students are offline they want students to sometimes be able to use hardcopy materials and books. Daily assignments are turned in through SeeSaw and Google Classroom. We are also planning routine dropoff/pickup using two canvas bags per student for rotation. Teachers will be monitoring student progress daily and administrators will be checking in to assist if there are concerns. Principals will also be hands-on as they have participated in the professional development and will be virtually popping into classes in a coaching and supportive capacity for teachers.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

A distance learning lead, DLL, was assigned to grades TK-1, 2-3, 4-5, and three at the middle school. These teachers are extremely adept at using technology skills and they are highly respected by their peers. They will each have reduced classroom assignments but will still have students so they can continue to practice the constantly evolving technology they are assisting with. This team worked for a week prior to teachers returning developing the professional development that was offered to staff. Five days of professional development was offered to teachers prior to students returning. During this time classes in Zoom, Google meet, SeeSaw, Google classroom, videotaping yourself, and teaching in small groups were offered. Each teacher created a welcome video and had time to collaborate with colleagues and plan the beginning of the school year. PD will be ongoing throughout the school year on all tech tools, a science pilot, new apps, equity, SEL, and best practices. Most PD will be offered on early release Wednesdays but some will happen on other days. A committee was formed over the summer to vet tech tools to make sure we are consistent and thoughtful in our choices across the district. This team chose the LMS, assessment tools, and will continue to choose tools for high engagement.

Additional PD has been offered through Keenan for safety and health protocols. Staff has been informed of daily protocols that must be followed if they choose to teach from their classroom. For instance, masks must be worn at all times that they are out of their classroom, only one person may go into a common area at time such as the workroom or staff lounge, regular hand washing is advised, and everyone must fill out an online health screener before coming to work.

Staff Roles and Responsibilities

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

Many new positions were created and some specialized positions have been adjusted. The six distance learning leads are teachers who have been in the classroom full time but will now have reduced student loads so they can support their peers with online tools and strategies. The elementary Makerspace teacher is starting off the first few months as the parent and student technology advisor. She is making infographics and videos to help parents and students better navigate the online world. A teacher on special assignment who generally assists with science and pilots is acting as a technology helper and has had to learn to assist teachers who are continuing with the elementary science pilot. All of our SPED aides and science aides have been participating in the professional learning so they too will feel confident with the LMS and pulling small groups online. All of these rolls have been negotiated and agreements have been met.

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.]

Students with Exceptional Needs:

Special education services will be provided to the greatest extent possible during distance learning. Specialized Academic Instruction(SAI) and Designated Instructional Services (DIS) will be provided as described in the IEP unless it is not feasible. In those cases, an individual

Distance Learning Plan will be created. Emergency IEP language will be identified and discussed at each Annual and Triennial IEP meeting. Six weeks into the 20-21 school year, goal progress will be measured. For students not making expected progress on goals, IEP meetings will be held to discuss cases where additional services or supports are needed.

Students with special needs receive services in 1:1, small group and whole group learning sessions. Aide support is provided to follow up with students, reteach concepts, and work individually and with small groups. Aides will be provided with MacBooks as needed to provide appropriate services remotely. Teachers, aides and students have been provided with Hot Spots to ensure connectivity, when needed.

Supports for English Learners:

During distance learning there is one teacher at each site who will administer designated ELD daily. These teachers have been trained in ELD practices and are all reading specialists. They are continuing their professional development by choosing new trainings intended to focus on ELD distance learning. Most of the EL students will be given one to one time sessions several times during the week to practice speaking, listening, and reading skills. We plan to administer the ELPAC in person following all safety protocols. We continue to monitor these students using local assessments such as DRA, ESGI, and classroom assessments. We have one designated part time employee whose only job is to monitor the English Learner student progress. She coordinates the lists and communicates with the ELD specialist teachers and classroom teachers regarding testing and progress.

Supports for students in foster care, pupils who are experiencing homelessness, and students who are socio-economically disadvantaged: SUSD typically has less than five Foster Youth students per year. Their progress is monitored by the site principal who communicates with the case worker and classroom teachers. We provide wrap around services and have CASSY counselors and a behaviorist.

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

Description	Total Funds	Contributing
Designated ELD teachers at each site.	\$446,769	Yes
Purchased hotspots for low income families but is available as well to other families who may need it.	\$18,550	Yes
Distance Learning Teachers and Distance Learning Leads	\$1,060,969	No
Applications: Peardeck, Kami, Edpuzzle, etc.	\$30,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

To address Pupil Learning Loss Saratoga has a number of assessments that will be used to determine placement and potential learning loss: At the elementary level the 1:1 DRA diagnostic measurement will be used three times per year to assess for ELA/ELD and the initial/summative ELPAC for ELD. In addition, TK-1 will use ESGI for ELA/phonics skills. For math grades TK-1 will use ESGI. Grades 2-5 will use Goformative and various formative grade level assessments.

At the middle school level the math department will use the end-of-course test from the previous school year to determine if students understand the concepts needed for the class they are currently enrolled in or if some reteaching will be required. Teachers will also use chapter assessments as the courses continue. They will also be given an end-of-semester test in December to determine if they need additional supports to continue. For ELA/ELD the myPerspective preassessments will be used. For ELD the initial/summative ELPAC is administered. Students are reassessed using formative assessments approximately every 6 weeks in their courses.

Assessment tools will include Eureka math tests, GoFormative, DRA tests, ESGI assessments, and the assessments in Canvas. We plan to reassess and re-evaluate student growth at the quarter/semester and trimester marks. Data will be analyzed from assessments to determine actions/strategies at grade level and department meetings with principals and assistant superintendent working collaboratively.

All site administrators are checking in with Foster Youth and families of low-socioeconomic status to make sure they have the supports needed including internet connection, breakfast/lunch, and necessary materials. Our designated ELD teachers and aides work with our EL families to make sure they have the connectivity and supplies as well.

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.]

Elementary ELA:

When students are identified as having learning loss in ELA/ELD at the elementary level they will be pulled for 1:1 and small group intervention by both the classroom teacher and identified Reading intervention teachers at each site. The Lucy Calkin's checklist from the units of study will be used for guidance in small groups.

RMS ELA:

A period of the school schedule is dedicated to English Learning students to practice reading, writing, speaking, and listening skills.

English Learners:

Leveled Literacy Intervention (LLI) materials are used by ELD teachers providing Designated instruction in pull-out lessons to support language and literacy four times per week in small groups or one-to-one. Running Records are taken weekly to monitor progress and guide the teacher's instruction. There are also ELD aides who push-in to classrooms to assist ELD students.

Monitoring: extensive records and notes are kept for all elementary ELs on the Daily Support Lesson Log (2019-20 is used here as an example). Notes are taken on the following: date of each lesson, minutes, designated instruction or integrated instruction, ELD standards covered, activities, texts read, reading levels, control of language, and diagnostic assessments given (e.g., DRA, running record). Records are also kept for any sessions that are missed and why.

ELD Team: weekly meetings are held to discuss students' progress and challenges, and brainstorm solutions.

When students are identified as having learning loss in ELA/ELD at the middle school level CORE teachers strategize with RSP teachers and work with students in small groups.

SUSD also offers summer school for English Learners and students identified as struggling academically. During the intense summer school setting the students participate in small group and 1:1 daily sessions of guided reading specifically tailored to meet their needs and support their strengths.

Elementary Math: Classroom teachers pull small groups and work 1:1 with students struggling in mathematics.

Middle School Math:

Students struggling in math are helped by the classroom teacher in small pullout groups. In addition, they may be recommended to Academic advisory for math support and organizational skills. Another resource is period A, a before school additional period of math offered for students who need more assistance in mathematics. Students may choose this class or be recommended for it based on testing and performance data.

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.]

Metrics such as MARS tests, Goformative assessments and classroom tests will be used to evaluate the effectiveness of the services provided. Some assessments such as LLI are administered every 6-weeks while others such as MARS are given a couple times per year. The combination of formative assessments being given more frequently and summative ones given a couple times throughout the year allow teachers and administrators to have a continuous pulse on the growth of students.

ELD: extensive records and notes are kept for all elementary ELs on the Daily Support Lesson Log. Notes are taken on the following: date of each lesson, minutes, designated instruction or integrated instruction, ELD standards covered, activities, texts read, reading levels, control of language, and diagnostic assessments given (e.g., DRA, running record). Records are also kept for any sessions that are missed and why.

Weekly meetings are held to discuss students' progress and challenges, and brainstorm solutions. The RMS ELD program consists of one class of English Learners and they are monitored weekly using Language, Live!

Data will be monitored by a team including the Assistant Superintendent, site principal, department or grade level teachers, and intervention teachers.

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

Description	Total Funds	Contributing
Reading Intervention/ELD teachers	\$446,769	Yes
Assessment Tools - GoFormative, online DRA	50,000	No
Canvas	10,000	No

Mental Health and Social and Emotional Well-Being

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

SUSD has employed a content expert in the area of social emotional learning who addressed teachers during our professional development week and will continue to work with teachers and parents this fall. Much of the initial focus has been to encourage teachers to take good care of themselves during this stressful time so they can be available to families and students. During the summer she led a three part SEL for parents and employees. The framework is CASEL and the three signature practices. The district also has an SEL committee who will vet a curriculum. We are currently looking at screeners but have not settled on one yet. The district is also going to work with EPOCH for equity, diversity, and inclusion training for all of our teachers. Increases to our current program since COVID-19 began include EPOCH training, summer courses for parents, soon to have screener and CASEL's practices with students daily. The elementary schedule was created to include a morning meeting and closing time so there is a set expectation that teachers will be leading a relationship building discussion and an optimistic closure. In addition, many of our teachers have had extensive training in SEL and will be leading trainings on Wednesday early

release days. We have a clear referral plan for students in need through our CASSY counselors at each site. Information regarding our supports are shared via Parent Square and on the district website. SUSd also has EAP services available to all staff.

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.]

SUSD has a tiered policy to support students in distance learning and addressing identifying students that have a weekly absence rate of 60% as well as those that may be missing less than 60% weekly but show absences on a more frequent basis. At each school site daily attendance is being taken and when a student is not present the office will call to determine the cause and if support is needed. The tiered attendance plan will be shared with families at Back-to-School Night and added to the district website where it can be translated into other languages via the translation button.

Tier 1

Schoolwide strategies that encourage good attendance for all students are implemented. The office staff will call all students when they miss school and welcome them back when they return. SUSd will use the Theory of Action from CASEL, the Collaborative for Academic, Social, and Emotional Learning, to implement social-emotional learning activities throughout the school day to encourage attendance. Individual sites will recognize good and improved attendance. Teachers will encourage good attendance by emphasizing attendance from day one and greet students and families personally and ask about absences. The teacher/principal will also talk about attendance at back-to-school nights. Teachers will reach out to the family via email or phone call if assignments are missing. A site principal may be called upon to engage with a family if this is a pattern.

Tier 2

When a student misses three days of school per week the principal and teacher will work together to contact the family regarding concerns and to determine unique needs and necessary supports or next steps through personal phone calls. SUSd will ensure that professional development and training is provided to administrators and staff on how to communicate with families in a way that is culturally competent (Epoch). SUSd will engage the school nurse to outreach to families around health issues, including students who are chronically ill or covered under Section 504, to ensure that needs are accommodated to encourage regular attendance. We will use programs that support additional student engagement with the adult staff, e.g., Check and Connect, Creating Positive Behavioral Intervention Plans, and Restorative Practices.

Tier 3

An attendance team comprised of counselors, principals, psychologist and teacher will also be of assistance in particularly challenging situations. This team will develop student attendance improvement plans. This team may work with counseling services to screen students for childhood trauma and connect them to effective, evidence-based treatments centers. For instance, if a student is struggling with anxiety or depression, the school social worker, counselor, or psychologist may be able to assist the student in addressing identified needs. CASSY counselors and intervention tutors will be offered. As a last resort legal intervention may be required.

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.]

Saratoga Union School District is offering breakfast and lunch at all sites Monday - Friday to all district enrolled students during this period. Child(ren) do not need to be present to receive meal(s). In order to limit exposure, bagged meals will be offered to community members arriving by foot or via drive-through and placed on an empty table or trunk of the car. SUSD staff will have no contact with community members. SUSD enrolled students can receive meals at any school in the SUSD from 11:00 and 1:00 Monday - Friday.

Meal Preparation: Meals will be assembled by staff members current on all Food Safety training. Staff will follow menus and place all meal components (except milk and juice) for one meal in brown/plastic bags. Each bag shall contain lunch current day and breakfast for following day. Bagged meals shall be stored at proper temperature until distributed. Temperature logs and production records must be completed daily. Child may choose one carton of milk and/or 1 juice per meal (two types of milk shall be offered). Any substitutions must be approved by supervisor.

Any meals that are to be reheated at home shall have written instructions and food safety information.

Meal Distribution:

Staff will confirm child(ren) receiving meals are present or from parent. Staff member shall offer breakfast and lunch plus milk and/or juice to each eligible child. Community members may walk up or drive up to receive meals. Meals will be passed on a table for drive-up distribution and there will be no contact between staff and child/community member.

Argonaut Elementary: Service will be curbside through the parent pick up/ drop off lane

Foothill Elementary: Service will be curbside through the parent pick up/ drop off lane next to Foothill Park

Saratoga Elementary: Service will be curbside through the parent pick up/ drop off lane in the parking lot

Redwood MS: Service will be provided curbside through the Allendale parent pick up/drop off loop

Meal Charge Procedure:

Based on federal requirements, staff will confirm all distributed meals are associated with the correct students. To help facilitate this, each student in the District will receive a POS card the first day they pick up meals. This POS card shall be maintained by the student/family for daily use to record meals received. The POS cards will be scanned by the student/family member at the time the meals are picked up. A touchless scanner or ID number tracking form will be used to minimize any contact between the community members and the Food Service staff.

Students in Free & Reduced Price Meal Program: Students who qualify to receive free meals should never have a negative balance. The USDA allows one free breakfast and one free lunch daily. Additional meals or a la carte purchases must be paid for in advance and will be deducted from the Titan student account.

All other Students: Parents are expected to keep their child's lunch account current. Parents are responsible for any negative balance accrued by their student(s). Students who have no money on their account will be allowed to charge the meal of their choice. If a student has reached a negative balance the student will be allowed to receive a breakfast and/or lunch and will continue to be charged at the full breakfast and lunch price.

Meal Application Outreach: SUSD will promote Meal Applications (paper and electronic) during this time through word of mouth, on-site signage and electronic messaging. Food Service Staff will have information on the online application process for all members of the community.

SUSD has the following waivers:

Non-Congregate Feeding Waiver

Meal Service Time Flexibility Waiver

Parent/Guardian Meal Pick Up Waiver

Meal Pattern Flexibility Waiver

On August 31, 2020, the USDA released nine Summer Meal Program Waiver Extensions that allows schools that have started the new school year to use the Seamless Summer Option (SSO) and Summer Food Service Program (SFSP) through December 31, 2020 instead of the National School Lunch Program and School Breakfast Program. These waivers went into effect immediately and implemented the Seamless Summer Option starting on September 1, 2020. All children 18 and under are now eligible to pick up free breakfast and lunch at any of the four school sites. Each meal served will be documented and claimed for reimbursement for both federal and state nutrition funds. This new waive will ensure the safe delivery of meals by eliminating the need to collect meal payments, including cash payments, at meal sites, which speeds up service of meals, thereby reducing contact and potential exposure to COVID-19. Operation of SFSP/SSO also facilitates curbside meal pick-up and program staff will keep a count of all meals served, instead of relying on a point-of-service system (POS) to track meals served.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Content Expert	15,000	Yes
Mental Health and Social and Emotional Well-Being	CASSY Counselors	225,000	Yes
Mental Health and Social and Emotional Well-Being	Epoch Training	40,000	Yes
N/A	PPE and Disinfecting Equipment	\$15,000	No
Distance Learning Program (Access to Devices and Connectivity)	Hotspots for connectivity for students	\$18,550	Yes
Distance Learning Program (Distance Learning Professional Development)	IPADS for RMS Math Teachers, Gaggie, Zoom license fees, PE Fitness Curriculum Subscription, Professional Development, Tripods and Selfie Rings, Staff Development Supplies, USB Cameras, Webcams for teachers, etc.	\$85,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.72%%	\$233,713

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.]

Our CASSY counselors are principally directed towards our Foster Youth and low-socioeconomic students but are available for all students. The ELD/intervention teachers are principally directed to support English Learners first in small group or 1:1, and occasionally there are other students who are academically struggling that also work with the intervention teachers. The SEL content expert works with a committee to service all students and families and the focus is often directed at fulfilling the needs of foster youth, English learners, and low-income students. The content expert facilitates a monthly SEL advisory committee meeting comprised of parents and educators. The goal is to decide on curriculum, best practices, and a screener for our students.

Our Summer school program is principally directed towards our English Learners and helping them to become proficient in ELA, if there are spots open students who need academic support are also invited to attend.

Saratoga provided Hotspots to our low-income families to support them in being able to connect to distance learning if families other than low-income requested hotspots we all supported them as well.

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

The SUSD is required to increase services for EL, Foster Youth, and Low Income students by 1.72% which is equal to \$233,713 as shown above. This increased percentage is met by actions and services both included in the Learning Continuity and Attendance Plan and actions and services outside of this plan which are traditionally intended to support the increased outcomes for English Learners, Foster Youth and Low Income students. The following actions described below meet and/or exceed the totality of the required percentage increase.

Actions In the Learning Continuity Plan:

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage: CASSY Counselors, ELD/Intervention teachers, an SEL content expert, and hotspots for low-socioeconomic families without strong connectivity.

Actions outside of the Learning Continuity Plan:

Actions to support EL, Foster Youth, and Low Income students that contribute to the increased percentage outside of the Learning Continuity and Attendance Plan are psychologist, counselors at RMS, and principals acting as liaison for foster youth. Also, DELAC and ELAC committees work to improve education for our English Learners. Summer school is focused on our English Learners.