

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
Sunnyvale School District	Mala Ahuja Assistant Superintendent	mala.ahuja@sesd.org 408 522-8200 x 1004

General Information

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

Sunnyvale School District schools were closed due to the COVID-19 pandemic on March 16, 2020. On March 13, when the county ordered shelter-in-place was first announced, the Sunnyvale School District Office worked directly with principals on plans for ways in which we would communicate with, as well as support our staff and families. We wanted to ensure our 6,200 students had the tools and supports needed to continue growing academically, behaviorally, and social-emotionally. On the same day, we informed staff and families via email, phone, and text in English and in Spanish that our schools would be closed for the next three weeks, but that food services would still continue at five of our sites.

Targeted surveys were sent to students and families to determine the specific needs of students and families. Over 3,000 devices (ChromeBook/ iPad) and 250 hotspots were provided to students who did not have technology or connectivity in the home. Meals were provided daily at five schools throughout the district for safe pick-up following social distance protocols. We communicated that we would share more information about distance learning on March 18. We created a dedicated email address called covid19concerns@sesd.org and a dedicated phone extension to handle questions in the interim. As the duration of the Shelter-In-Place order and school closure order was extended ultimately to the end of the planned school year, our distance learning offering adapted as well. Throughout the phases of school closure, site principals and assistant principals created weekly videos for families and students. They maintained school events virtually such as student of the month assemblies and supported reverse field trip opportunities. They also created video series to support family resilience and social-emotional well being including topics such as, “setting up a learning environment at home,” “creating routines and schedules,” and “how to talk about racism.”

A combination of live and pre-recorded sessions, independent learning activities, and parental support were provided. Staff worked in collaboration with teaching staff to join into whole-class instruction as appropriate. While not unique based on input from other districts, for students who experienced challenges during the traditional school year, these challenges continued, and for some students, the challenges became more significant as students were primarily accessing food and home support through school. During this final phase, staff began tracking students engagement on a three-point scale, including: “Mostly Engaged,” “Somewhat Engaged,” and “Not Engaged.” The challenge

in answering this question is that students in the "Not Engaged" category were not always static from week to week. Staff worked diligently to follow-up with students not engaging to identify needed supports. After looking at the collected data over the month of May, it appears that we had roughly 8% of students in the "Not engaged" category.

School and district teams provided additional outreach to students in vulnerable groups (Homeless/ Foster Youth, English Learners, Low Income) on a weekly basis, immediately following closure. Each school deployed an outreach and engagement plan outlining minimum student engagement expectations and protocols for outreach following district guidelines.

Daily SEL check-in with teachers via Zoom provided emotional and mindfulness support to students. Social-emotional supports continued, but were changed to support shelter-in-place (e.g. Webinar for parents on Social Emotional Learning, websites with ongoing lessons and supports for staff, students, and parents). Emphasis was focused on students who were not engaging in distance learning, allowing them to be identified, connected, and supported, especially students in the unduplicated count. Engagement monitoring plans were designed and managed by sites. School teams provided regular support calls, weekly school and community newsletters via email, and visual support via Zoom to foster ongoing engagement. Social workers were made available to students and families throughout the closure. Schools held remote English Learner Advisory Committee meetings to connect with and respond to student and family needs.

Our district held a remote District English Learner Advisory Committee meeting on 4/29/20 to further engage our families around assessing needs and problem-solving solutions to better support families and students. English Learner Action Team committees met on 4/30/20 and 5/5/20 to discuss reclassification and language review team protocols during closure to support English Learners. School Outreach Liaisons provided translation services to families to ensure communication in the home language was provided.

We learned many lessons from the initial school closing in spring. Our team has continued to work on improving distance learning offerings. As we transitioned from the end of the school year into the summer, the need to continue a summer enrichment program was evident. Due to the shelter-in-place county order, we offered an entirely online virtual summer school. In order to best serve our communities and maintain the best school-to-family connections possible in a new virtual learning environment, we implemented a site-based summer school model. While the typical summer school program we offer has students from all elementary schools attending summer school at one site with teachers from varying schools, this year, our program had students and teachers connecting from each of their own school sites. This allowed for a familiar class setting where students would be more likely to recognize and already have connections with their peers and teacher. Furthermore, this allowed for more individualized instruction based on what teachers already know about student needs at their individual sites.

Before summer school began, teachers participated in robust professional development related to instructional strategies and applications specific to virtual learning. The virtual summer school day also served as a testing ground for the format and applications that would be used during the following year. Each day started with a virtual morning meeting, had a focus on social-emotional learning, and consisted of instruction that was primarily led in small groups, utilizing Zoom's breakout room feature. Our middle schools also had a site-based instructional model and were limited to two student class periods in a day to maximize the use of instructional time.

The attendance accounting for summer school was managed by both the classroom teacher and the district office. Each student's attendance was captured daily for both attendance and engagement. Students who were absent or did not complete the daily assignments

were communicated with by their classroom teacher via telephone and email. Parents were also called to communicate attendance and engagement expectations. Translation support was offered to families who communicated in Spanish, and the application Class Dojo provided an opportunity for families to translate the communication in the language of their choice. In addition, teachers set engagement and attendance goals for all students and provided weekly feedback to students and parents about academic and attendance performance. Teachers used an attendance and engagement tracking tool that was designed by the summer school team to provide accurate data regarding attendance and work completed by each student. The online tool was shared with the summer school principal and attendance support staff and used to monitor attendance and engagement data.

The following principles will guide our work for the 2020-2021 school year:

Safety (physical and social-emotional)

High-quality teaching and learning

Equity

Flexibility

In the category of high-quality teaching and instruction, a plethora of planned opportunities related to staff professional development took place between August 3rd-14th before the start of the teacher contractual year. Utilizing and leveraging experiences from the Summer Explorations summer school program, a more extensive summer professional development series was planned, developed, and carried out to serve the staff. Thirty different staff development sessions were offered ranging from technology platform training, social-emotional well being, special education services, to best pedagogical practices at a range of age levels and content areas. Twenty-nine teacher leaders presented these virtual learning sessions by modeling best practices in virtual classrooms as well as providing detailed content knowledge and expertise. A total of 240 teachers from preschool to eighth grade participated and engaged in these virtual summer workshops.

Moving into the 2020-2021 school year increased ongoing embedded professional development for teachers and staff will be embedded within the contractual day and allow for differentiated development at various levels and paces to meet the needs of the unique learners within the classroom and also the needs of the adult learners. This will occur the second and fourth Wednesday of the month across the district in addition to the site professional development taking place on the first, third, and possibly fifth Wednesday of the month. The district-wide professional development is in addition to the typical staff development days, teacher learning days, and staff meetings that occur throughout the school year.

Summer working groups were formed for both elementary and middle school teams to provide teachers and coaches with the opportunity to collaborate in grade level or content area teams to map out priority standards, embedded assessments, rubrics, and common assessments. Embedded social-emotional learning (SEL) was included within content areas and a “toolkit” for SEL was provided to all teachers. Teachers were also provided Social Justice resources, including ways to address and teach to the Black Lives Matter Movement that was experienced nationally. Summer working groups by grade level TK-5th or content level 6th-8th took place between July 13th-August 14th.

In middle school, teachers from both middle schools met in course alike and grade-level teams to map the priority standards through the first trimester, with a focus on lesson plans for the first two full weeks of school. In addition, teacher teams developed SEL lessons, Virtual Norms, embedded assessments, and a culminating common assessment for each unit. The goal was to provide all students with equitable access to rigorous and robust teaching and learning across content areas at both middle schools.

At the elementary level, teachers developed sample, detailed lesson plans for the first two weeks of school. Teacher leaders took into account the unique developmental levels of the students within the grade level when considering how to begin the school year virtually. Morning meetings embedded social-emotional learning within the content. The workshop model within literacy and math, small group instruction, virtual norms, and use of formative assessment guidelines were developed with a goal of providing all students with equitable access to rigorous and robust learning across all content areas while embedding social-emotional well-being considerations. For the teaching staff, the goal was to provide best-practice templates, examples, and a launching pad to support their instructional practices in a virtual school setting.

Feedback from last year's time of school closures, by both parents and teachers, pointed to a need to narrow down the list of applications we were supporting across the district. Licenses were purchased for several applications that were identified by teacher feedback as being most beneficial to a virtual learning environment. As professional development was offered to teachers on these applications, a district overview of the same applications was provided to parents in an online webinar. In addition, a family and student-facing website was created with tutorials on each application for families to reference as well as a request form for when parents find a need for other specific tutorials to be added. While a technology tutorial page was created at the end of last year for teachers and staff, this page was also updated to include the additional applications purchased for virtual learning as well as a request form for additional tutorials. For teachers, this includes stand-alone tutorials for individual applications and the varying use of those applications, as well as slide decks and notes from the various professional development opportunities offered during summer.

In preparation for our eventual return to in-person instruction, we are offering our employees the choice to work from the school site or from home. We have implemented several health and safety measures to ensure our staff's safety when on campus. Certificated, Classified and Management staff were surveyed between July 17 and 27. Instructional staff were asked to indicate their preferred model (Virtual School, Independent Study, or In-Person Blended) and all staff indicated their work location preference (site or home.) Staff was also given the opportunity to indicate if they fell into any COVID-19 high-risk categories (over 65 yrs, underlying health condition), if they live with or are a caregiver to someone who is at high-risk for COVID-19, or if they have childcare needs due to school / daycare closures. With this data, we were able make staff assignments to best accommodate the needs of students and families. Survey results indicating a need for childcare for our staff with school age children also prompted a partnership with the City of Sunnyvale to provide a subsidized Distance Learning Support / Childcare for school aged children of City / District Employees.

Despite all of the challenges posed by the COVID-19 pandemic, the Sunnyvale School District's resilience, focus, and passion enables us to address the needs of our students and staff. We are determined to continue to innovate creative solutions for our learning community and to prepare our students for success in a diverse, challenging and changing world.

Stakeholder Engagement

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

We have provided multiple opportunities for parents and staff to give input and feedback on reopening plans including health and safety, distance learning considering social-emotional well-being, and trauma-informed practices.

In May 2020, a survey was sent to all parents in the district and to third through eighth grade students to get feedback on their experiences during distance learning and to get input on their desired learning options for the 2020-21 school year. This information was used to assist the district in designing and planning learning options for students in the 2020-2021 school year. The survey was sent in English and Spanish to families. For families who did not complete the survey, the district developed a dedicated phone line and email to address remaining questions and concerns. This data was then used to develop a followup communication that included a mailed letter and an email to families in English and Spanish to gather more specific input on the possible educational options for students. We mailed 6,450 letters to families, which included a self-addressed envelope. We also provided an online form for families to submit preferences. The District and sites held information sessions where parents and teachers were able to voice their questions, concerns, and needs. This helped inform the leadership in finalizing its plans for developing programs and supports for students.

A thirty member Reopening Advisory Committee of parents, teachers, classified staff, and principals met on June 4, June 18, July 2, July 16 and on August 6 to contribute to the formulation of plans. The feedback generated from the advisory committee provided the goals and collective expectations for the learning plans that were developed by teachers and coaches over the summer through the Summer Working Groups. The data also identified specific supports needed by each group to ensure all students' academic and social-emotional learning goals and targets are supported.

The Human Resources team engaged in continuous dialogue and negotiations with our two employee groups, CSEA (classified) and SEA (certificated) throughout the spring and summer, holding weekly meetings with unit leadership and presenting core plan components to the larger membership group for feedback as needed. As a result of this consistent dialogue and interest-based approach, SSD has successfully negotiated MOUs with both SEA and CSEA for the virtual setting that support the guiding principles of safety, equity, flexibility and high quality teaching and learning.

All District staff members (management, certificated, classified) were provided a Workforce Readiness Survey at the end of July to gauge their readiness to return. Instructional staff were asked to indicate their preferred model (Virtual School, Independent Study, or In-Person Blended) and all staff indicated their work location preference (site or home.) Staff was also given the opportunity to indicate if they fell into any COVID-19 high-risk categories (over 65 yrs, underlying health condition), if they live with or are a caregiver to someone who is at high-risk for COVID-19, or if they have childcare needs due to school / daycare closures. With this data, we were able make staff assignments to best accommodate the needs of students and families. Survey results indicating a need for childcare for our staff with school age children also prompted a partnership with the City of Sunnyvale to provide a subsidized Distance Learning Support / Childcare for school aged children of City / District Employees.

At the end of the Extended School Year, staff and parent surveys were given to solicit feedback. Family surveys were sent in both English and Spanish. The family surveys provided robust feedback around what worked and what didn't work for families and students through distance learning. The information that emerged from these surveys was used to surface themes and individual needs that informed our Fall Instructional plan, attendance and engagement plan, and essential district wide protocols to ensure equity, academic rigor, and safety.

In addition to the online surveys, three Parent Feedback Forums were held via Zoom. The first session was held on Wednesday, June 24; and two additional sessions were held on Friday, June 26, one at 8:00 am and another at 4:30 pm to provide parents with choice and to maximize parent participation and input. The themes that surfaced from these virtual feedback forums centered around instructional shifts that were made post-shelter-in-place to the Extended Learning program to provide a more robust and rigorous instructional program across elementary and middle school. Parents communicated the amount of synchronous and asynchronous learning time was well-balanced and aligned across all grade levels and classrooms. These parent forum conversations provided a rich understanding of and context for the challenges families were experiencing through distance learning. Moreover, they provided an understanding for the possible supports the district could develop to ensure students and families had what they needed to ensure a positive start to the 2020-21 school year in the Fall.

The results from the summer school surveys sent to both teachers and students helped inform several aspects of our virtual learning program for the fall. Positive feedback around the amount of virtual instruction provided, as well as the format of instruction occurring in small groups through breakout rooms directly informed our virtual school model in the fall. The use of and feedback on applications such as Seesaw, ClassDojo, and Peardeck led to improved professional development for teachers in the summer, and overall wider adoption among teachers. Feedback around general communication and some of the challenges families experienced in getting connected during summer school also led to organizational methods for principals having access to all classroom codes, links, and communication platforms, and informed the district parent tech webinar offered in the fall.

Between March and September, the District held nine regular board meetings and eight special board meetings, as well as one community forum in June and a second in July to specifically engage our community about their experiences during distance learning. With the shelter-in-place order in effect, the District began hosting its board meetings on Zoom on April 2, 2020. To better engage our Spanish speaking community, SSD began offering live English/Spanish interpretation at board meetings beginning on July 6, 2020. The interpretation has since enabled our board to engage in conversations with our Spanish speaking families and by taking meetings online, hundreds and even over one thousand participants have been able to attend our board meetings. When the district Zoom account reached its capacity at 1,000, we quickly pivoted to stream live on Facebook to enable participants to join that way. On Facebook we've had between 1,000 to 3,000 views of some of our meetings and information sessions. Stakeholders provided valuable feedback about the challenges of distance learning as well as the successes that helped us finalize our approach for instruction in the Fall.

Since April 9, the District has been sending weekly messages for staff and families, in both English and in Spanish to share updates about school closures, our reopening plans, as well as engagement opportunities. All of which have been stored and published on our dedicated Coronavirus Updates webpage which evolved into our Back to School webpage.

Going into the 2020-2021 school year, we will be providing all 10 school sites with their own Zoom webinar accounts with increased capacity so they can hold larger meetings and webinars with families to help provide a sense of community even while sheltering-in-place and to have live, two-way conversations with our stakeholders.

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

The district purchased educational accounts for teaching staff and leaders for site base meetings and collaboration. In addition, an account was purchased in order to hold district wide sessions and accommodate needs at board meetings. This global account allows the district to hold large meetings and provide simultaneous Spanish interpreting.

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

A student survey administered in May/June focused on distance learning, student/family needs, SEL/Well being looking at both positive and negative feelings. The surveys revealed both academic and social emotion learning needs. The survey had two focused areas; thoughts and challenges about distance learning, Based on the survey results, the students were feeling isolated, bored, missing peer interaction, and struggling with the lack of tech support. Students expressed that some of the challenges were hardware/software issues, loneliness, no social interaction with the teacher when a question arises, feeling frustrated with the one way communication with the teacher.

Through our parent survey, the following themes emerged. Parents needed sufficient learning materials, explicit directions for the daily assignments, a maximum of two to three hours on Zoom. Many parents articulated the desire for a more flexible learning option. Parents were also interested in more social emotion support, hard copies of books rather than only online lessons. Parents communicated the need for flexibility within the school day that would allow them the opportunity to support their students while enabling them to manage their own work day.

Teacher surveys a need for additional professional development for online platform such as Zoom, Pear Deck, Seesaw, and Flipgrid, Google Classroom, and Class Dojo. They expressed social emotion needs, childcare needs, the challenges engaging parents and student through online applications. They also voiced a concern about staying motivated to work from home. The teachers grappled with a balance between on screen teaching time with the planning of the asynchronous lessons.

See summary of results for all groups here

(https://docs.google.com/presentation/d/1KOalteM17kA0yZUfUbSjVQlgScubh_qlJFh8QaCrNDw/edit)

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

Based on stakeholder feedback (students, parents, and staff), our thirty person Reopening Advisory Committee, designed our elementary and middle school schedules that incorporated synchronous and asynchronous learning time while meeting the required State mandated number of instruction minutes. We also expanded our technology support and outreach to make sure that all students had online access through the distribution of devices and hotspots. Teachers and administrators set up ongoing office hours to provide the opportunity for

parents and students to ask questions, to check-in, and to communicate family social emotional and technology needs. We developed a robust Independent Study Program with Acellus online learning.

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.]

Teaching and Learning:

While the beginning of the school year is starting off in a distance-learning setting, we have planned for a phased in approach to coming back to school in person when health guidelines permit us to do so. The core of this planning was grounded in the idea of creating “stable cohorts” of 12-16 students, as set out by public health guidelines, who would generally be the only students they come into physical proximity with throughout their days on campus. Starting with staff and families that are comfortable returning to campus, and those for whom virtual school was not most effective, we plan to have an “AAcBB” weekly schedule. This means that Monday and Tuesday would consist of in-person instruction for half of one elementary class, with Wednesday being a professional development day for teachers where students are participating in entirely asynchronous instruction, and Thursday and Friday would be synchronous online learning for that half-class cohort as they Zoom in to the live instruction of the morning meeting, language arts, math, and closing circle meetings of that day. The other half of that class would have a similar schedule, but on opposite days; On Monday and Tuesday, these students would Zoom in to watch the live instruction, Wednesday they would be entirely asynchronous, and Thursday and Friday would serve as their in-person days.

Progress Monitoring:

We have developed an assessment plan for all grade levels with a focus on assessment for learning. Teacher working groups have identified priority standards and these are the ones that will be assessed. The assessment team has developed a virtual assessment protocol so that students can continue to be assessed and instruction targeted to identified needs.

Our site based Instructional Coaches provide support to all educators with job-embedded professional development to grow in their ability to provide every student with a strong foundation of academic, behavioral, and social-emotional skills. Rigor, engagement and equity are targeted focus areas of support. Instructional coach support is focused on student outcomes for the following students, English learner, homeless, foster youth, and low SES. Instructional coaches will assist with planning intervention support for unduplicated students, as well as provide professional development for teachers in best practices for targeted language support during both designated and integrated

English language development. Intervention supports can also include mathematics. Utilizing and analyzing both formative and summative assessments, teachers, coaches, and administrators can create specific interventions or focus areas at the school site for specific groups of students. Intervention supports are scheduled to take place embedded within the synchronous virtual learning time with the classroom teacher or during the asynchronous time where the rest of the class is working independently. Interventions may look like pre-teaching skills, scaffolds and supports within the instruction, and small intervention groups or 1:1 time with the teacher. In some circumstances, interventions may include additional time with para-educators, with an intervention teacher, or via a tutorial offered by certificated staff.

In order to identify students with the most difficulty accessing virtual learning; for special education, student lists were combed through to identify students who may require the most physical support to learn and b) require the most physical support to manage behavior. Various in-person program options were identified (small group, 1:1 with 2-4 other 1:1 pairs in the room, 1:1 with a behavior technician in isolation) to accommodate for various student needs and risks related to maintaining recommended health guidelines.

Personal Protective Equipment (PPE)

Leading up and prior to school closure in the spring, District operations staff saw the need to acquire a significant amount of PPE. At that time it was assumed that that PPE would be needed for the return of students and staff to conclude the 2019/20 school year. A focus on procuring and obtaining masks, gloves, and sanitizer was created in anticipation of a shortage of these items nationally. After these items were procured and distributed, in an effort to proactively prevent the spread of COVID19, teachers and staff were asked to take an Integrated Pest Management training in order to support the safe use of disinfectant in a classroom/school environment.

While students and staff did not return, we continued to build our inventory of PPE to a manageable level and learn from best practices to determine what else may be needed.

While school has been closed, the District procured and installed sneeze guards for all community facing staff members, provided PPE to front offices such as face masks, gloves, and hand sanitizer for use where a sink and soap is not readily accessible.

All staff have either been trained or are being trained on the county mandated protocols regarding the specific use of PPE.

Our purchase of hand sanitizer has been made available district wide to be used with other infection control practices such as hand-washing, using alcohol-based hand sanitizers and covering coughs and sneezes to minimize the spread of infection from one person to another.

Five hundred hand sanitizing stations have been purchased in anticipation of resuming in person instruction. Installation of hand sanitizing stations will take place before in person instruction resumes. Location of hand sanitizing stations will be determined based on occupied classrooms, common areas, and where hand and soap hand washing stations are not readily available.

In preparation for in person instruction at the school sites and also ongoing needs, the district has also procured additional PPE such as: face shields, appropriately sized student face masks, contactless forehead scanners, and N95 masks in limited supply for use in response to direction from the county.

The selection and procurement of the PPE listed above was done under the guidance of the Santa Clara County Department of Public Health and the Santa Clara County Office of Education. In response to changes, future PPE purchases will be done under the guidance of Santa Clara County Department of Public Health and the Santa Clara County Office of Education.

Cleaning/Maintenance Protocols

In conjunction with the Santa Clara County Office of Education and the Santa Clara County Department of Public Health, we have developed our cleaning and maintenance protocols to ensure that the environment on campus is safe and ready for the eventual return of students. Each custodian has been trained on the enhanced cleaning protocols including the daily disinfecting of high touch surfaces. The high touch surfaces receiving daily disinfecting include door handles and push bars, light switches, sinks, faucets, toilet handles, paper towel dispensers, soap dispensers, front office counters, front office doors and door windows, kitchen and multi-use doors, staff work rooms, and other common areas. Custodians are also being equipped with electrostatic sprayers which will allow them to disinfect more surfaces during a shift then they would be able to otherwise, meeting the enhanced cleaning protocols set forth by the Department of Public Health. Additionally a hospital grade disinfectant in a spray bottle is being provided to all staff members who complete the Integrated Pest Management training program. The 20 minute program is required to be taken by all staff members who use a disinfectant (spray or wipe) in a school or child-care environment. Increasing the number of staff that are prepared, trained, and have the necessary tools to disinfect surfaces increases staff and student safety. Lastly, our district HVAC Tech has upgraded the air filters to a MERV 13 rated filter. In rooms that do not have a forced air system (ie radiant heat), a HEPA rated air scrubber is being provided. These air scrubbers have been purchased following feedback and discussion with Sunnyvale staff members and reviewing facility conditions district wide.

Santa Clara County Department of Public Health - Social Distancing Protocol

As required by the Santa Clara County Department of Public Health, each site has a unique Social Distancing Protocol completed . Each site protocol takes into consideration the physical space available inside. This protocol details requirements around signage, personnel training, individual control measures and screenings, handwashing and hand-sanitizing, cleaning and disinfecting, measures to maintain social distancing, measure to prevent unnecessary contact, and procedures if a person tests positive for COVID-19. In preparation for increased site traffic, the district is procuring additional signs, and floor markers to support effective social distancing. They are being purchased in English and Spanish.

Our human resources department has distributed training materials to all employees to our employee management software too and we have signed up for a COVID-19 daily symptom screener. Both of these platforms allow human resources to accurately monitor the training progress made by staff and will generate alerts for department managers should an employee not successfully pass the symptom screener.

As students return to schools additional measures that may be put in place include:

Currently, only staff and essential visitors are on campus. In order to support the return of students to campus, we will designate and monitor point(s) of ingress and egress to campus to support social distance protocols and stable cohorts of students, require that parents screen their students for symptoms related to COVID-19 daily, arrange for coordinated dropoff and pickup times, schedule staggered lunch and recess times to decrease numbers of students in concentrated areas, increased sanitization efforts through the distribution of electrostatic sprayers to custodians, continued training for staff related to COVID-19 protocols, develop maps identifying path of travel and continue with daily disinfecting of high touch surfaces.

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

Description	Total Funds	Contributing
Purchase additional PPE and sanitizing/disinfecting supplies for staff involved in high-contact instructional/assessment situations	\$93,490	No
Site based Instructional Coaching teams will provide teachers with intervention tools and SEL strategies targeted in support of English language learners, low SES, foster youth and those who are experiencing homelessness.	\$1,928,660	Yes

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.]

We have changed the term distance learning to Virtual School, in order to differentiate it from Spring. In order to best support students and families during this model, we have outlined clear expectations and embedded supports. Each day begins with a live student check in and ends with a live student check out. At the elementary level, teachers are expected to teach synchronously in English Language Arts, Math and English Language Development, with the option of integrating Science and History- Social Science as well. In middle school the core subjects include Literacy, Math, Science, and History-Social Science. Please click links to sample daily schedules for TK/K(https://docs.google.com/document/d/1UQYcGHDprJ8xFiRNfQr3_F7vlevPfelYpad9dZGfSeE/edit#heading=h.gds600vdkbg7) Grades 1-5(https://docs.google.com/document/d/1gN35MkWO9OD4Mm1Wfr_5-TR7ypWTPLQG88lw9s1cwlo/edit#heading=h.gds600vdkbg7) and middle school schedule (<https://docs.google.com/document/d/1iLSyG31KbL328dabT3DFfnb8BoeGeZbDuDMqVejoCM/edit>). Standards maps have been created for all grade levels and content areas, Teachers are expected to follow these maps through the course of the trimester, and year in order to ensure that students will be taught all of the priority standards for the grade level, regardless of the method of delivery and phase we are in.

Live lessons will consist of a whole class lesson, small group instruction, and independent work. Both designated and integrated ELD strategies including content and language objectives, frequent checks for understanding, explicit vocabulary instruction, and ample student interaction using academic language will be incorporated. A portion of the day on Wednesdays is reserved for asynchronous instruction as teachers participate in staff meetings, professional development, collaboration and planning time.

In addition, based on community feedback, we explored and subsequently have launched an Independent study program to meet the needs of our families. The Independent Study Program expanded to provide another option for families/students who were not able to access virtual learning due to parent work schedules & learning challenges of students. The expansion included the addition of an online program, ACCELLUS that would both support students and families needs in learning. We added the allocation of an instructional coach to support teachers in developing weekly learning plans that will support the diverse learning needs and schedules of students. This will allow teachers to offer asynchronous instruction on all core areas of instruction and supplement this program with the district adopted curriculum to meet the unique learning needs of students. This program design will allow students to return to their home school if desired when the district is able to return to in person instruction.

Instructional Tools: and Delivery

The purchase of core application licenses for use across elementary and middle school sites gives teachers the necessary tools to replicate the quality of instruction previously delivered through in-person instruction. Offering core applications also allows for robust and targeted professional development opportunities prior to school opening. Resources from these professional development opportunities are accessible for teacher reference throughout the year on a shared district website. Grade level teams or departments have specific resources developed by teacher peers, developmentally appropriate for the age of their students. Some technology applications allow for student interactivity in lessons, help provide formative assessments to teachers while teaching “live”, and promote student voice through video and audio recording possibilities.

Instructional Materials:

All of the district’s core curriculum can be accessed online. Essential student learning materials will also be available for pickup across the district, coordinated by each school site. This will provide families access to learning materials they may not otherwise have at home but would typically have during in-person instruction at a school site.

In addition, there is an established process for picking up physical library books, to supplement the time in between pickups, students have access to thousands of titles through the district’s subscription to SORA, access to Epic books, and RazKids subscriptions.

Feedback and Grading:

Elementary School

Throughout elementary school grades, classwork is assigned through a combination of Google Classroom, Seesaw or Class Dojo. Daily assignments are completed during both synchronous and asynchronous work times, and are turned in through these platforms. These assignments are then reviewed and scored by teachers and returned to students through the same applications. A combination of these scores, along with additional formative and summative assessments, determine the grades entered into Powerteacher Pro, which is our gradebook platform. The additional formative and summative assessments were developed to monitor the learning gaps and to inform designated and integrated ELD supports for English language learners, low SES, foster youth and those who are experiencing homelessness. Regular grade level standards-based report cards are distributed three times a year at the end of each trimester in all content

areas. Formal district benchmark assessments in elementary grades include kindergarten foundational literacy and math, reading comprehension assessments using leveled texts for kindergarten and first grade, the computer-adaptive STAR reading online assessment for grades 2-8, and writing assessments in all grades. Embedded work and class assessments inform math grades, as we also move toward MARS performance task-based assessments in the coming years.

Middle School

The majority of classwork in middle school is assigned through Google Classroom, and feedback and scores on these assignments are provided to students in both Google Classroom and the gradebook platform, Powerteacher Pro. Through the student and parent portal of this platform, families are able to regularly check on standard grades in each class which informs the final grade that appears on the trimester-issued grade level report card. All middle school students are assessed in English Language Arts using the same computer-adaptive STAR reading online assessment as elementary students. Departments have created common assessments across both middle schools and are administered each trimester. A combination of classwork, informal and formal assessments are entered into the Powerteacher Pro gradebook and help to inform the final grade which appears on the students' grade level report cards.

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 Spring of 2020, school sites sent phone/email notification to families regarding the need for devices and internet connectivity to access the distance learning resources during school closure. This information was also posted on the District and school websites. School sites also reached out to individual families who were identified as not engaging with information about the opportunity to pick up a device to aid in distance learning. This outreach resulted in over 3,000 chromebooks and iPads being checked out to students.

During the Summer of 2020, the District sent out information to parents to inform them about the District's plan to open the year in a full virtual learning model. This information also included a survey to identify computer and internet access needs, as well as an opportunity to update their contact information on file. These additional outreach efforts resulted in a 50% increase in the number of devices being distributed to grades Pre-School - Eighth. We currently have over 4,700 devices (chromebooks and iPads) checked out to students and anticipate over 900 hotspots being distributed.

The District and school sites will continue to reach out to families who students have not signed into virtual classrooms and verify directly if a device is needed to support those families/students. The district will continue to work to ensure that students have the appropriate device to access the virtual school instructional program.

To support students who have checked devices out, we are currently requesting that they share technology related challenges with their teacher so that the teacher can relay that information and a work order can be generated. Depending on the issue, we will either attempt to assist remotely or request that the issued device is returned and another device is checked out in its place.

Beyond issuing devices to students, devices are also being issued to a wide range of staff members who support student learning both in and out of the classroom. These classifications include but are not limited to behavioral technicians, para educators, health aides, KLAS staff, and front office staff.

Specifically, regarding students housed at the Homeless Shelter, devices and hotspots were made available to all district students and social workers worked with shelter case managers to secure support for students who were not students in Sunnyvale.

Tech Training for Parents

As professional development was offered to teachers on district applications, a district overview of the same applications was provided to parents in an online webinar. This was intended to give parents a quick look at the different forms of communication they would see across the district, emphasize the need for up to date contact information with their school site, and give a preview of the applications they'll most likely be diving into to see their student work. In addition, a family and student-facing website was created with tutorials on each application for families to reference as well as a request form for when parents find a need for other specific tutorials to be added.

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.]

Teachers will monitor student participation during synchronous and asynchronous instructional time and assign a participation score in accordance with the 4 point adopted district wide rubric for instruction and lifelong learning skills. Teachers monitor student progress in a variety of ways that include participation in live instruction, small group discussions, assignment completion and assessment results.

We will continue to utilize our current Student Information System (SIS) to track student attendance. In accordance with CDE guidelines, a weekly assignment sheet is being used to capture the assignments and assessments administered every week..

The attendance records and weekly engagement log will be reviewed on a regular basis to help monitor student progress, participation and attendance. For students not participating or completing assignments regularly there will be appropriate follow up in accordance with the site's re engagement policy.

The Flexible Learning Log will be used by special educators to document attendance and engagement, as well as IEP-related documentation. For students in the independent study program the Acellus platform in addition to the SIS system will assist teachers in monitoring and providing the instructional support and minutes of asynchronous learning needed to align their instruction with the virtual program.

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.]

Professional development provided prior to the start of the school year, and on an ongoing basis, included (s) tech professional development sessions (Zoom, Seesaw, Google Classroom, Google Sites, Class Dojo, Screencastify, Boom Cards) and sessions on improving virtual instruction with a focus on rigor and interactive teaching to promote student engagement, specifically language production of English Learner students.

In the Spring we held daily office hours for teachers to drop in and get the in time support they needed. There were also by-appointment time slots with Instructional Coaches created to support teachers with student engagement and language related to serving English learners, foster youth, homeless youth, and low SES students. In the 2020-2021 school year, office hours continued to support teachers in meeting the needs of their unduplicated students.

Cohort-based Google Classrooms were created to streamline communication and the sharing of resources from the district level as well as within the cohort. The focus of the grade level work was on developing relationships and classroom community for unduplicated students in the first weeks of school and encouraging and fostering language production for English Learners.

Instructional coaches will assist, plan, and lead professional development for teachers and paraprofessionals with a focus on intervention support for unduplicated students, as well as provide best practices for targeted language support during both designated and integrated English language development. Professional development can also include iELD supports and scaffolds in mathematics and other content areas.

School schedules have been designed to include dedicated time for embedded professional development time and collaboration built into the work day on Wednesdays. These weekly sessions that we refer to as Workshop Wednesdays for Collaborative Learning, will allow for ongoing professional development in the area of best practices with regard to virtual instruction while embedding the core content skills and standards being taught.

We have also created a professional development portal that houses all the training videos, resources and links. Another portal has been created to house resources and information for families Family Resources & Tech Resources (<https://sites.google.com/sesd.org/techssd/home?authuser=0>)

Staff Roles and Responsibilities

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

Our professional development offerings have increased and adapted in order to provide for, and meet the changing needs of the teaching environment and subsequent needs of unduplicated students, while serving the staff and community needs. Some of these steps include:

- Training and development of specialists (i.e. behavior supervisors, social workers) to deliver tele-therapy services and ongoing coaching to support students & parents in this form of service delivery.
- Paraprofessionals have received targeted training on district digital tools in order to provide them the additional training and coaching to better support the instructional needs in meeting students' needs. In addition, a plan is in place to provide ongoing professional development on Wednesdays along with their teachers regarding curriculum, instructional strategies, social emotional learning.
- District has engaged in conversations with our employee organizations regarding flexibility in assignment given the implementation of a Virtual School program for the 2020-21 school year.
- For Certificated Employees, the District has worked with the Sunnyvale Education Association to define the roles and responsibilities of a teacher in a Virtual School teaching assignment. Some of these duties include the expectations for a "live" instruction block each day, as well as the requirement to provide asynchronous independent work for students.
- For the Classified Employees, due to the current unforeseen and unprecedented nature for the current conditions CSEA and the District recognize that some CSEA bargaining unit positions may be asked to perform duties not currently contained within their current job description as long as students remain in the Virtual Learning environment. Some of these positions include Campus Assistants, Health Clerks, General Education Paras, and Learning Resource Specialist.

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.]

When examining the needs of pupils with unique needs, we examined the student attendance and engagement data from the spring of 2020 during the initial school shut down. In Sunnyvale, the number of students who are in foster care is nine and the number of students experiencing homelessness or housing instability is 40. In addition, there are a number of students who fall into other unique categories. There are approximately 250 students enrolled in the Spanish 2-Way Dual Immersion Program, "Juntos." Within the Juntos program there are students who are both Spanish and English Learners or both. There are also a number of students served with Individualized Educational Programs (IEPs). The district has identified students with the most difficulty accessing virtual learning; for special education, student lists were combed through to identify students who may require the most physical support to learn and b) require the most physical support to manage behavior. Various in-person program options were identified (small group, 1:1 with 2-4 other 1:1 pairs in the room, 1:1 with a behavior technician in isolation) to accommodate for various student needs and risks related to maintaining recommended health guidelines. The district has secured an NPA agency that will provide in home supports, in the event the district is not able to return students requiring this support to the campus. The NPA has put a protocol in place to support targeted student learning. In addition, the district had developed a plan to provide 1:1 tutoring via zoom for those students who expressed challenges accessing content via synchronous learning times.

Our five week summer school program, provided targeted support for English language learners, low SES, foster youth and those who are experiencing homelessness. Our teacher surveys provided feedback and support to identify the students with the greatest need for additional support. In an effort to mitigate future learning loss, we did a complete redesign of our summer program geared specifically for those targeted student groups. Teacher leaders and site and district coaches developed additional formative assessments to maintain and accelerate learning gains.

Within the school district, approximately one-third of pupils are designated as English Learners based on information from the family language survey and the English Language Proficiency Assessments for California (ELPAC). Specific schedules in virtual learning, or full distance learning, were created to account for and accommodate time for Designated English Language Development (dELD). The teachers in summer working groups at the elementary level developed sample schedules and lesson plans to meet the varied language needs of students at Emerging, Expanding, and Bridging language levels both within dELD and embedded within the content areas during Integrated English Language Development (iELD). For the 2020-2021 school year, all ongoing professional development will contain a thread of student engagement and language production focused on virtual school settings in order to support all students but specifically targeted towards language learners. This will include increasing student engagement and language use in the Juntos classrooms for Spanish learners who may also be English learners. Once the state and the California Department of Education (CDE) determine guidance for the ELPAC, administration of the state assessment will take place. Until then, teachers will continue to provide targeted ELD services and supports to students identified as English Learners based on the Home Language Survey. A team of coaches and administrators is working on developing formative assessment measures to determine English learner student language needs and supports. Through home visits, parent letters, phone calls, texts and Class Dojo our Outreach Liaisons have identified needs specific to our English language learners, low SES, foster youth and those who are experiencing homelessness.

The district teams (i.e. social workers, MTSS teams) will continue to use the COVID-19 Communication Protocol: McKinney-Vento Youth/Families to monitor and support the needs of McKinney-Vento and other students identified as requiring intensive supports (i.e. attendance, learning). This tool will allow the district to be aware of student/family needs and actions taking place to support the ongoing needs of students/families). The district will continue to provide food, learning resources, technology, and support services to the Sunnyvale shelter.

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

Description	Total Funds	Contributing
Additional funds for teachers and coaches to design virtual learning instructional schedules and lesson plans with additional resources and support for students identified as English language learners, low SES, foster youth and those who are experiencing homelessness.	\$27,641	Yes

Description	Total Funds	Contributing
Contract with outside providers to support virtual instruction, in addition to arts and enrichment and physical education.	\$259,775	No
District based instructional coaches will continue to provide targeted professional development and support to teachers and paraprofessionals specific to our English language learners, low SES, foster youth and those who are experiencing homelessness.	\$578,684	Yes
Five week Summer School program providing targeted support for our English language learners, low SES, foster youth and those who are experiencing homelessness.	\$128,840	Yes
Counselors provided SEL support through the summer and will continue to provide support through our virtual learning program especially to our students with unique needs.	\$1,721,813	No
Summer professional development focused on student engagement and support for students identified as English language learners, low SES, foster youth and those who are experiencing homelessness.	\$41,416	Yes
Outreach Liaisons who provide additional support to vulnerable students, especially English Learners, Foster Youth, and students experiencing homelessness.	\$318,093	Yes
Para professionals will provide targeted small group intervention support to English language learners, low SES, foster youth and those who are experiencing homelessness.	\$1,640,448	Yes
Development of formative assessment measures to determine student language needs and supports for our English language learners, low SES, foster youth and those who are experiencing homelessness..	\$293,708	Yes

Description	Total Funds	Contributing
Utilizing Stamps4SE (Avant Assessment) for Spanish Language assessment for students in the Juntos Program	\$5,250	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.]

Sunnyvale School District will measure student learning status using a comprehensive approach. Prior to the beginning of class instruction, teachers and coaches were trained on how to transfer existing formative assessment practices from in-person instruction to a virtual learning (remote) environment. These are standard processes of measuring daily learning status that our staff are familiar with and will be supported with ongoing resources and guidance as we transition these common practices to a (remote) virtual environment. In addition, the first two weeks of school will include a focus on the social emotional needs of our students and students will be screened for any trauma that may have been experienced during school closures. Social emotional learning resources and lessons will be taught daily to build resilience and foster confidence as students become comfortable with their virtual classroom. Once teachers have identified individual student needs and have scaffolded social emotional supports, district and grade level formative assessments and diagnostics will be in English Language Arts (ELA) and English Language Development (ELD), including STAR, Benchmark (BAS), writing, MARS tasks in mathematics, and content specific common assessments. There will be ongoing formative assessments and trimester benchmark assessments.

ELD instruction will be provided daily, targeted to the student's language development level. Designated ELD instruction will be provided to students in small targeted groups or in 1:1 sessions based on their language level; while integrated ELD will be taught in whole group learning structures and in small groups instruction. Instructional ELD learning goals will be developed using the ELA/ ELD standards, while rich, complex text and mentor texts will support instruction as well as intervention and acceleration. EL students at the middle schools who are struggling with reading grade level content, additional intervention support in ELD/ Flex classes will be provided.

Instructional coaches will assist with planning intervention support for unduplicated students, as well as provide professional development for teachers in best practices for targeted language support during both designated and integrated English language development. Intervention supports can also include mathematics. Utilizing and analyzing both formative and summative assessments, teachers, coaches, and administrators can create specific interventions or focus areas at the school site for specific groups of students. Intervention supports are scheduled to take place embedded within the synchronous virtual learning time with the classroom teacher or during the asynchronous time where the rest of the class is working independently. Interventions may look like pre-teaching skills, scaffolds and supports within the

instruction, and small intervention groups or 1:1 time with the teacher. In some circumstances, interventions may include additional time with para-educators, with an intervention teacher, or via a tutorial offered by certificated staff.

Assistant Principals across all elementary sites and middle schools have and will continue to provide additional SEL support to our vulnerable students who may have experienced additional COVID related trauma. This would continue in partnership with the School Social Worker, the School Nurse, CHAC counseling interns, Social Work interns, case managers, and classroom teachers.

After district generated surveys to parents and students, our data revealed the need to provide additional technology devices (ChromeBooks and iPads) and connectivity (Hotspots) to ensure all students had equitable access to instructional programs.

Sunnyvale School District will continue to provide access to our KLAS-Kids Learning After School program. The program will continue to provide students with academic support, social emotional learning support, physical activity support, and nutrition. The program will begin as a virtual model, and will provide support before school, throughout the instructional day, and for two hours after school. The program is at seven school sites with a focus on enrolling unduplicated students.

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.]

We will continue to provide small group targeted instruction in the (remote) virtual classroom in response to the individual needs of all students to accelerate the learning progress. Teachers and paraprofessionals will use student reading and mathematics data to provide targeted instruction to close learning achievement gaps and accelerate progress. In addition, we will continue to provide both designated and Integrated ELD guided by the CA ELD & ELA Standards to teach and support students as they progress through language acquisition across the three stages of development, Emerging, Expanding and Bridging to accelerate the learning progress for all students, especially English language learners, newcomer students, students who are in foster care, and students experiencing homelessness. Teachers will address learning loss and accelerated learning progress for pupils as needed with instructional content and practices through critical ELA/ELD structure and instruction targeted to their proficiency level through regular close reading, designed to keep grade-level complex text and anchor texts at the center of reading, writing, speaking, and listening and language instruction. Teachers in the Juntos program will apply the Spanish Language Arts (SLA) standards in lieu of or addition to the ELA standards based on the grade level and subsequent language allocation of Spanish and English. Teachers will ensure instruction and materials are responsive to students' existing knowledge while connecting students to shared knowledge of the world through the study of conceptually coherent topics. Teachers will teach collaborative structures that build knowledge, providing opportunities for English Learner students to practice cooperation, communication, innovation, empathy, self-regulation, and reflection.

Instructional coaches will assist with planning intervention support for unduplicated students, as well as provide professional development for teachers in best practices for targeted language support during both designated and integrated English language development. Intervention supports can also include integrated ELD within mathematics and other content areas. Utilizing and analyzing both formative and summative assessments, teachers, coaches, and administrators can create specific interventions or focus areas at the school site for English Learners,

Homeless, Foster Youth, and Low SES students. Interventions are scheduled to take place embedded within the synchronous virtual learning time with the classroom teacher or during the asynchronous time where the rest of the class is working independently. Interventions targeted to unduplicated students may look like pre-teaching skills, scaffolds and supports within the instruction, and small intervention groups or 1:1 time with the teacher. In some circumstances, interventions may include additional time with paraeducators, with an intervention teacher, or via a tutorial offered by certificated staff.

Instructional coaches will also provide ongoing coaching support to teachers focused on English Learners, Homeless, Foster Youth, and Low SES students in the form of coaching cycles focused on developing or deepening a skill to ultimately improve student learning outcomes. This may include co-planning, co-teaching, observations, providing feedback, analysis of student work, selection and analysis of case study students, and more. Instructional coaches will also be designing and leading professional development across the district, both specific to the school site and in a workshop model to offer choices in professional development to staff members.

Teachers and classified staff have embedded professional development within the contractual day during Workshop Wednesdays for Collaborative Learning focused on meeting English Learner, Homeless, Foster Youth, and SED student needs. Across the school district, teachers will have the option to select professional development opportunities that meet the unique needs of their unduplicated students as well as their own adult learning needs. Within the Workshop Wednesday options, all offerings will have a focus on student engagement in virtual learning environments and language production (iELD).

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.]

To mitigate learning loss and monitor the engagement and progress of our English Learner students additional summative assessments were developed. These students will be assessed on six week cycles which will allow teaching staff to identify areas for support and growth and learning acceleration. Teachers will have weekly collaboration time focused on unduplicated student data review and engage in discussions of how the concepts were taught, including identification of alternate ways to address these concepts for students. Data will be collected from student's formative assessments and shared back to the site admins and district level to monitor growth using STAR reading and MARS task scores throughout the year to capture the overall lens of how students are progressing. We will also have weekly opportunities for teachers to collaborate and receive professional development (PD) either at the site or district level building confidence and self-awareness of new teaching practices and applications based on the support and PD received.

After school tutorials will be offered to Low SES students to provide for extended learning opportunities targeted to their needs. Data will be disaggregated to determine the impact of this support.

Virtual classroom walkthroughs by instructional coaches, and site administrators will be conducive to monitor instruction and student engagement of unduplicated students. Principals will provide feedback and support to the staff based on these observations as well as the progress monitoring data.

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

Description	Total Funds	Contributing
Teachers will provide daily and weekly formative assessments to provide immediate intervention or acceleration opportunities for students. Based on average teacher cost.	\$1,759,553	No
Acellus Academy for Independent Study	\$160,000	No
There will be additional summative assessments for our English Learners every six weeks to monitor learning gains and mitigate learning loss. Based on average teacher cost 90 minutes/week for 6 sessions.	\$293,700	Yes
English 3-D, Read 180 provide language and literacy support to unduplicated students reading below grade level	\$22,365	Yes
After school tutorials provide Low SES with additional instruction	\$56,070	Yes
Contracted with a Non-Public School (Gateway) to support students with significant behavioral needs in home to help them access learning options.	\$235,000	No
Provide targeted McKinney-Vento students with access to a consistent place for learning and support during distance learning. (Devices and Hotspots)	\$24,500	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.]

The district has developed a District Culture & Climate Team replacing our PBIS team. The shift is to better support the behavioral, social emotional learning and cultural needs in our schools. To support teachers to start the year a Back to School Kit was designed with tools, lessons, and guides to serve students as they start the school year. In addition district-wide professional development is scheduled in September 30th & October 14th (Teaching with a Social, Emotional, and Cultural Lens) to lay a stronger foundation for teachers. This will allow the district SEL coach and district social workers to work more closely to both identify and support the social emotional needs of our students. Lastly, the district is expanding the Panorama Student Success Platform to all teachers so that they are able to access the Play Book that includes identifying lessons and supports from Second Step and other resources to support teachers in addressing and better planning for students needs. The Playbook is web based so teachers are able to access and embed the lessons in their synchronous and asynchronous lessons. Steps have been taken to ensure that systems are in place whether students are in virtual classrooms or in person.

See Virtual PBIS example

(https://docs.google.com/presentation/d/1zMRZhDUX6vB7ZBTqy02ubk0o2Cw9vmfePGNMmBpd3uU/edit#slide=id.g867e35e90f_0_0)

District social workers, interns, and district partners (i.e. CHAC) have been engaged in teletherapy coaching and training, participated in trauma informed sessions to prepare for delivery services to students/families with counseling and social needs. District has also added additional Spanish speaking interns and office admins in student services to increase communication and connection with families. Social workers are designing virtual lunch groups & afterschool groups to support students connecting with students at their school and across the district.

A Social Emotional Resource folder was provided to families and this will be transitioned into a website for parents early Fall 2020 as a dedicated space for parents. Parent sessions will be planned based on parent input and at least 2 sessions will be conducted by a school psychologist/spsychiartrist as a support session for parents.

The District is also participating in a Trauma informed MTSS series currently offered through the Santa Clara County Office of Education. This is a 3 year offering with the first year consisting of support from Alia Innovations and the SCCOE. During years 2 and 3, technical assistance will be provided by the SCCOE team. This series is intended to expand knowledge and understanding of the human impacts of trauma on youth development, as well as to deepen understanding of how trauma manifests in behaviors. Our district will receive tools and resources for different ways to address trauma in schools.

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.]

Student participation and engagement in learning is monitored by teachers, site administrators, MTSS teams and district attendance staff. We have created a tiered plan for student re engagement that supports students and families in an equitable, and needs based way. A multi-tiered attendance and engagement plan has been created that includes:

Tier 1:

Daily phone calls made for students not in attendance, this process continues until the absences or tardies hit the concern level of 3 or more absences.

Tier 2:

If student attendance, participation and/or work completion still has not improved after 3 weeks, create a list of students that fall below participation or work completion levels and review any possible barriers and proceed to address the targeted needs. Establish attendance plan with parent that includes goals, supports (connect with community resources such as CHAC, SCS), plan will include long and short term reinforcers.

Tier 3:

If student attendance, participation and/or work completion still has not improved after 3-4 weeks of students being monitored on an attendance contract, the students will move to supervised attendance. This may include: (i.e. CICO, home visit, 1:1 virtual or in person instruction)

Tier 4:

If student attendance, participation and/or work completion still has not improved after 3-4 weeks of being on supervised attendance, the matter escalates to the Student Attendance Review Team (SARB).

See MTSS attendance flow for more details related to the plan.

(<https://drive.google.com/file/d/1owPiEvJZ3xsPbe5UNUpMOJTMauTz6V9f/view>)

We will continue with our Multi-Tiered approach to support students. The District MTSS team has redefined flow charts, including new attendance tools to assist MTSS leads from the site to support students who are not attending. The District MTSS team has developed new SST documents and is working to digitize those documents for use across the district. The hope is that this will streamline and improve communication and align supports for students. During the Spring Semester the social workers, nurses, and bilingual liaisons worked together to reach out to students who were disengaged and/or absent from synchronous lessons and who disengaged from homework, assignments, and other class related activities. The district used the COVID-19 Communication Protocol:McKinney-Vento Youth/Families this tool was not only used with identified McKinney-Vento Youth/Families. Disengaged students/families were assigned a case manager and the

school teams worked together to address needs and also adjust programming where and when possible. The district will continue to use this tool to monitor and support these families during the 2020-21 school year.

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.]

In the virtual learning environment, the district will offer grab and go breakfast/lunch meal bundles, for all enrolled students. These bundles will be distributed via drive-thru or walk-up curbside pick-up Monday through Friday from 10:30 am-1:30 pm. All School Nutrition staff have been trained in the proper protocols for the use of personal protective equipment (PPE), social distancing, kitchen and personal hygiene and safety. We will continue to work with our community partners and the local food bank to provide outreach and support for families that have fallen on hard times as a result of the COVID-19 pandemic.

Once in person instruction resumes, we will be offering packaged meals for student/staff pick-up. All food/beverage items will be pre-packaged by school nutrition staff. The students will not be touching or selecting food items. There will not be a sharing table or a salad bar. The meals will be consumed outdoors, weather permitting, or in small student cohorts in the cafeteria. All sites will have sidewalk markers for social distancing, as well as signage for staff and student hygiene. Sneezeguard guards will be installed at each cashier station and hand sanitizer will be available for staff and student use. All school nutrition staff will wear masks, gloves and face shields.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Through a review of teacher, parent, and student survey data, it was learned that our English language learners, with Spanish as a primary language, revealed that additional intensive supports may be required in basic reading skills and reading comprehension.	\$100,403	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Provide targeted reading intervention to students with unique needs using evidence based practices within the first 60 days of school (95% Group)	\$60,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Additional Second Step online licenses (Community for Children) being purchased so that teachers, social workers and interns can access the program and integrate into their daily lessons.	\$30,000	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Identify students at school entry who are in need of reading intervention (Based on average teacher cost)	\$132,572	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
9.36%	\$4,427,969

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The following actions included in the Learning Continuity and Attendance Plan are considered increased and improved actions principally directed at supporting English Learners, Foster Youth, and Low Income students but are being made available for all students across an entire school or the whole district.

Based on staff and stakeholder feedback, as well as research on most effective practices, we are implementing actions and services to increase or improve our services to socio-economically disadvantaged, English Learner and Foster Youth. Stakeholder feedback indicates a continued need for both academic and social emotional supports. Based on student engagement data, parent feedback, observational teacher data, the goals and actions cited in this plan were designed and implemented with particular thought to English language learners, low SES, foster youth and those who are experiencing homelessness in mind. -Contributing factors, such as equitable access to technology, connectivity (hotspots), engagement, and attendance were analyzed and considered in the development of this action plan. Here are some specific steps being taken to address this:

- Provide EL students who are struggling with reading grade level content are being provided with additional intervention support in ELD/ Flex classes.
- Through home visits, parent letters, phone calls, texts and Class Dojo our Outreach Liaisons have identified needs specific to our English language learners, low SES, foster youth and those who are experiencing homelessness.
- Instructional coaches continue to assist with planning intervention support for unduplicated students, as well as professional development for teachers in best practices for targeted language support during both designated and integrated English language development
- After district generated surveys to parents and students, our data revealed the need to provide additional technology devices (ChromeBooks and iPads) and connectivity (Hotspots) to ensure all students had equitable access to instructional programs.
- Bilingual Paraprofessionals have received targeted training on district digital tools in order to provide them the additional training and coaching to better support the instructional needs of our English language learners, low SES, foster youth and those who are experiencing homelessness.. In addition, a plan is in place to provide ongoing professional development along with their teachers regarding curriculum, instructional strategies, social emotional learning.

- As an additional layer of support, we are providing coaching and professional development for Social Emotional Learning (SEL) and wellness strategies for our teachers, staff, parents and students with a focus on our English language learners, low SES, foster youth and those who are experiencing homelessness.

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

The Sunnyvale School District is required to increase services for EL, Foster Youth, and Low Income students by 9.36% which is equal to \$4,427,969 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 percentages:

Our unduplicated students will benefit from the actions and services outlined in the areas above through intentional targeted support and increased services in the areas outlined . For example our assistant principals across all elementary and middle schools provide frequent check-in using SEL strategies for targeted intervention and support. In response to COVID and school closures, we have included in this plan increased and improved services in the areas of technical support, connectivity (hotspots), nutritional services (additional meal bundles), SEL support, including the addition of counselors throughout the closure and continuing in the summer to support students who had experienced increased trauma, summer school as a means of intervention and acceleration, and increased instructional time in language arts and mathematics.

Our plan included additional fiscal resources to support cohorts of grade level and content area teachers across the elementary and secondary who met during summer recess to build detailed lesson plans and embedded formative assessments through the first trimester. There was a particular focus during the three full days of teachers collaboration on adding targeted language goals and foundational skills goals in literacy and mathematics for unduplicated students. Teachers identified goals for designated and integrated English language development that included leveled goals aligned to the CA ELA/ ELD standards.

We have additional intervention supports outside of the instructional day to support English language development for our English Learners outside of their regular Flex Class schedule.

We developed and communicated to our parent community, the District's plan to open the 2020-2021 school year in a full virtual learning model. This information also included a survey to identify computer and internet access needs. These additional outreach efforts resulted in an increase in the number of devices (Chromebooks and iPads) and Hotspots being distributed to grades Pre-School - Eighth.

Instructional coach support is focused on student outcomes for the following students, English learner, homeless, foster youth, and low SES. Instructional coaches will assist with planning intervention support for unduplicated students, as well as provide professional development for teachers in best practices for targeted language support during both designated and integrated English language development. Intervention supports can also include mathematics.

Utilizing and analyzing both formative and summative assessments, teachers, coaches, and administrators can create specific interventions or focus areas at the school site for our English language learners, low SES, foster youth and those who are experiencing homelessness.

We have identified the need for and have deployed Outreach Liaisons at each of our Title I schools across the district. Outreach Liaisons support our English learner, Foster Youth, and Low Income Students and families with language support, connections to community resources, and other school related support.

Our plan also provides guidance for building our bridge to returning cohorts of our neediest students to in-person learning, maintaining guidance from the County Health Department following strict safety protocols outlined in the CDE's and SCCOE's Stronger Together strategic plan.

Our plan includes Social Emotional Learning (SEL) support coaches for teachers, staff, parents, and students, through ongoing teaching of SEL strategies and professional development opportunities that provide teachers and students with the key skills and understanding to improve their attitudes towards school, reduce depression and stress related to COVID while providing effective research-based strategies to promote effective social and emotional learning coordinating classroom, schoolwide, family, and community practices that help students to develop core competencies in self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills are beneficial to all students but we are being focused and intentional in our support to English Learners, Foster Youth, and Low Income Students.

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:

Our Learning Continuity and Attendance Plan includes a structured protocol for our ASES after school program to continue to provide additional services and support for our unduplicated students in the virtual learning environment.

We have identified need and have deployed additional Title I funded coaches to support English learners, Foster Youth, and Low Income students with targeted academic language support in science, and intervention support in foundational literacy skills and academic language.

We have identified the need for and have deployed Bilingual Paraprofessionals who provide small group targeted support for English learners, Foster Youth, and Low Income Students in language development through the use of Interactive Read Alouds, Phonics and Word Study, and writing.

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