



SANTA ANA UNIFIED SCHOOL DISTRICT INNOVATION PLAN FOR RE-OPENING



CONSIDERATIONS AND RECOMMENDATIONS FOR SAUSD SCHOOLS

Santa Ana Unified School District (SAUSD) is planning for its reopening of school sites, including development of its Learning Continuity and Attendance Plan. SAUSD is targeting 6 areas necessary for a safe and successful reopening of school sites this school year while the COVID-19 Emergency Proclamations and Orders remain in place.

SAUSD's plan prioritizes the safety, health, and basic needs of students, staff, families, and the community, and provides a tiered approach to each target area aligned to Center for Disease Control and Prevention (CDC) guidelines. Recommendations and guidance on the stages of reopening allow for transitions between the stages when necessary throughout the school year.

SAUSD will continue to collaborate with stakeholders to ensure the safety and well-being, academic, and social-emotional wellness needs of all are addressed comprehensively as it develops its Learning Continuity and Attendance Plan for adoption by September 30, 2020.

The SAUSD Innovation Plan for Re-opening of pre-K through 12 schools provides considerations, recommendations, and guidelines to ensure a safe and successful 2020-2021 school year. SAUSD is committed to meet the health, safety, and instructional needs of all members of the SAUSD community.

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SCHOOL REOPENING PLANNING PROCESS FOR FALL 2020

BOARD OF EDUCATION

SUPERINTENDENT & EXECUTIVE CABINET

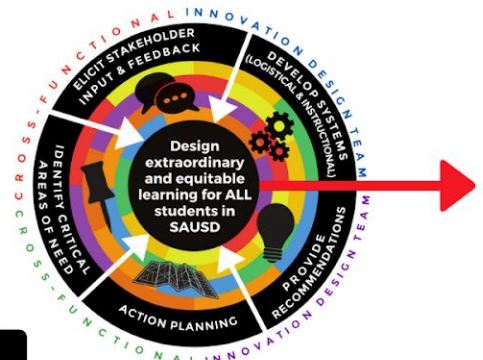
INNOVATION DESIGN TEAM

Our goal is to design **extraordinary and equitable learning** for **ALL students in SAUSD!**

A team representing a cross section of SAUSD collaborates together to develop a comprehensive plan for reopening SAUSD schools.

This team designs a plan for reopening by focusing on six different target areas!

- Superintendent
- Executive Cabinet
- SAEA (Santa Ana Educator's Association)
- CSEA (California School Employees Association)
- Educational Services
- Teaching & Learning
- School Performance & Culture
- Business Services
- Special Education/SELPA
- Facilities & Governmental Relations
- Early Childhood
- Elementary Education
- Secondary Education
- Human Resources
- Nutrition Services
- SAUSD police
- Administrative Services
- Teachers (elementary, intermediate, high school)
- Principals (elementary, intermediate, high school)
- Technology Innovation Services
- Community Relations
- Family and Community Engagement
- Extended Learning
- Research & Evaluation
- College & Career Readiness Counseling
- SPART Team
- Nutrition Services
- Grant Writing
- Classified Professional Development
- School Nurse



Using the approved plan as a guideline, schools create site-specific plans for reopening.

Throughout the process, the team shares drafts with the board and elicits feedback and input from stakeholders.

#sausdforward

OUR GUIDING PRINCIPLES

- We are committed to ensuring the health, safety, and well-being of all students and staff.
- We are committed to providing the highest quality learning experiences for all students.
- We are committed to supporting the individual needs of all students and families.
- We are committed to providing clear communication throughout all transitions to stakeholders.

INTRODUCTION


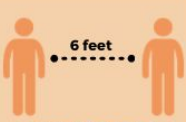


This plan provides guidance to staff, families, and students and outlines the expectations for continued learning for SAUSD students during all stages of school opening and closures in response to precautions related to the COVID-19 pandemic. SAUSD developed this plan, with extensive input from stakeholders, for all school sites and departments to accomplish this goal.

In order to ensure extraordinary and equitable learning for ALL students in SAUSD, this plan addresses six target areas that must be in place so that all students receive high quality continuity of learning that adheres to safety and health guidelines and best practices.

Schedules, use of space, health and safety protocols, communication, and instructional practices and services will look different within Stage 1 through Stage 4 as a result of the implementation of necessary precautionary measures in response to the COVID-19 pandemic California Department of Education (CDE) guidelines. Although not all services will be delivered in the same manner, for the same duration, or in the same location as if schools were fully open, our goal is to provide all students with the highest quality of instruction to the maximum extent possible.

SAUSD ALIGNMENT TO CALIFORNIA'S 4 STAGES

The table below shows the alignment between California's stages and SAUSD's stages. SAUSD has established protocols for moving between stages the the District and/or specific school site level in accordance with guidelines from changing Orders from State and local health departments

	CALIFORNIA DESCRIPTION:	SAUSD DESCRIPTION:
 <p>STAGE I</p>	<p>Safety and Preparedness: Stay at home except for essential and permitted activities</p>	<p>Highest Risk: Shelter in place; learning is solely remote, but accountable and responsive teaching and learning in place; meals are provided "grab-and-go" at designated locations</p>
 <p>STAGE II</p>	<p>Lower-risk workplaces: Gradually opening some lower risk workplaces with adaptations at a pace designed to protect public health.</p>	<p>Medium Risk: Social distancing measures are implemented; online, hybrid, and on-ground options available; strict protocols for health and safety in place for staff, students, families and visitors.</p>
 <p>STAGE III</p>	<p>High-risk workplaces: Phase in higher-risk workplaces at a pace designed to protect public health and safety, beginning with limited personal care and recreational venues (with workplace modifications)</p>	<p>Limited Risk: Increased access to on-site learning opportunities; protocols for health & safety maintained</p>
 <p>STAGE IV</p>	<p>End of Stay at home order: Gradually open larger gathering venues at a pace consistent with public health and safety, such as nightclubs, concert venues, and live audience sports.</p>	<p>Negligible Risk: Normal operations; poised and prepared to revert to stages 1, 2 or 3 immediately and with minimal disruption to student learning</p>

In this complex and frequently changing situation, in response to Statewide orders and guidelines, in collaboration with local authorities, SAUSD educators, service providers, and staff need to be prepared to think outside the box and rise to the challenge of providing educational services for students with varying needs in a very different and unpredictable environment. SAUSD encourages collaboration, innovation, maintaining student connections, and staying attuned to the individualized needs of ALL students. Our goal is to communicate to parents/guardians during this unprecedented time and ensure that each child's unique needs are being supported and they have commensurate access to the core curriculum. This plan outlines the guidelines, expectations, responsibilities, and considerations in offering support for students and their families within each stage of emergency response while designing and providing high quality education and related services in this entirely new environment. The orders, guidelines, and resources below were utilized in developing the SAUSD's continuity of learning plan based on the Governor's stages as described above.

ORDERS

SAUSD's Learning Continuity and Attendance Plan is intended to comply with the following Orders, which all staff, students, parents, and community members are obligated to follow:

- [Proclamation of a State of Emergency issued by the Governor of the State of California on March 4, 2020](#)
- [Executive Order N-25-20 issued by the Governor of the State of California on March 12, 2020](#)
- [Proclamation 9984 regarding COVID-19 issued by the President of the United States on March 11, 2020](#)
- [Executive Order N-33-20 issued by the Governor of the State of California on March 19, 2020](#)
- [OC Health Officer's Orders & Recommendations: AMENDED ORDERS AND STRONG RECOMMENDATIONS OF THE COUNTY OF ORANGE HEALTH OFFICER Revised June 19, 2020](#)





GUIDELINES

- [COVID-19 guidance issued by the California Department of Public Health on including, but not limited to the Face Coverings Guidance issued on April 1, 2020](#)
- [California's "Resilience Roadmap"](#)

RESOURCES

- [CDC Considerations for Schools](#)
- [Orange County Healthcare Agency](#)
- [California's COVID-19 guidance](#)
- [Centers for Disease Control and Prevention \(CDC\)](#)
- [CDC Consideration for Schools](#)
- [Orange County Department of Education](#)
- [Orange County Department of Education - Support Services Reopening School](#)
- [California Department of Public Health](#)
- [Orange County Health Care Agency](#)
- [OC Closures and grab-and-go meal sites](#)

PLAN DEFINITIONS

	<p>High-risk Individuals: older adults, people with asthma, people with HIV, people who are immunocompromised, people with liver disease, and those who are at risk of severe illness; others at risk include people with disabilities, people with developmental & behavioral disorders, caretakers of people with developmental and behavioral disorders, caregivers of people living with dementia, the homeless population, pregnant and breastfeeding women, racial and ethnic minority groups, and newly resettled refugee populations (cdc.gov)</p>
	<p>Student Cohorts: groups of students on campus at designated times and on specific days and in specific locations to ensure social distancing measures may be followed</p>
	<p>Remote or Distance Learning: instruction in which the student and instructor are in different locations, including interacting through the use of a computer and communications technology, as well as delivering instruction and check-in time with the teacher; may include the use of print materials, instructional videos, and other learning experiences that rely on computer or communications technology (cdc.gov)</p>
	<p>Hybrid Learning: a blend of onsite and full distance learning; student cohorts engage in learning through in-person instruction at school sites during designated times and days, as well through online full distance learning experiences.</p>

SAUSD'S 6 TARGET AREAS

based on CDE guidelines



Target #1

HEALTH, SAFETY, & BASIC NEEDS

- CDC recommendations



Target #2

FLEXIBLE & INNOVATIVE DESIGN

- flexible & innovative spaces for social distancing
- flexible & innovative schedules for social distancing



Target #3

REIMAGINING STUDENT LEARNING

- Learner-centered
- Forward approach to learning
- Leverage the learning experience for maximum impact



Target #4

WELLNESS

- Social & Emotional Learning
- Mental Health
- Trauma-informed Practices
- Childcare



Target #5

PROFESSIONAL LEARNING & ACCOUNTABILITY

- Professional Development
- Expectations & Accountability



Target #6

STAKEHOLDER ENGAGEMENT

- Elicity input from stakeholders
- Broad communication plan for all stakeholders
- Continuous and ongoing communication
- Parent education

Stage 1

Target 1: Health, Safety, Basic Needs



Target 1: Health, Safety, and Basic Needs (STAGE 1) Health Protocols

Daily Cleaning Routines: Essential custodial staff will provide basic cleaning and sanitizing, including a detailed cleaning of all sites while schools are closed in alignment with CDC guidelines.

All district custodial staff will be centralized under the guidance of the Building Services Custodial Leadership team.

Skeleton custodial teams will be scheduled on a weekly basis to clean school sites with an increased focus on traffic areas and all touch points.

Sites accessed will be approved and documented through the Informed K12 protocol.

Tape and signage protocol will be implemented to mark disinfected areas upon completion. A checklist of items disinfected will be posted in a highly visible area at the end of each shift.

Air Quality Control: All schools are closed. Maximize air flow for essential workers and minimize the time in areas with minimal air flow.

Contact Control: All areas of each site are disinfected and taped off.

Screening: Staff will self-monitor for symptoms of COVID-19 (Fever, Cough, Shortness of Breath) and will stay home if ill.

Hygiene: Essential staff will maintain social distancing of at least 6 ft at their worksite. They will wear the appropriate personal protective equipment (PPE), such as cloth masks, medical masks, gloves, as designated by district mandated practice according to their job function and level of exposure to the public.



Target 1: Health, Safety, and Basic Needs (STAGE 1) Response to Illness Detection

Identification of high-risk staff and students: Encourage staff to self-identify as high-risk and work with supervisors to minimize risk or develop alternative work arrangements, as appropriate.

Staff will notify Risk Management if exposed or diagnosed with COVID-19. Risk Management will direct the employee on needed medical evaluation and contact tracing to determine the full scope of exposure to other staff.

If a staff member becomes ill during their workday, they will immediately leave the worksite and notify their Supervisor. If they believe they have symptoms of COVID-19, they will notify Risk Management.

Health Monitoring Room(s): Not Applicable - all sites closed

Developing Process & Protocols for Reporting: Expectations, guidelines, and protocols will be posted in one designated location on the District website and linked to school webpages.

Staff to report Covid-19 diagnosis or exposure to supervisor and stay home. Supervisor will consult with Risk Management and HR for direction. Staff will be notified to quarantine and for how long. Contact Tracing and notification of exposed staff will be initiated.

Developing Process & Protocols for Re-entry: Establish and communicate minimum quarantine time based on State and local guidelines. Make decisions to allow individual re-entry based on information from screening and medical clearance, and input from healthcare providers.

Require doctor clearance and/or expiration of quarantine time period.

Contain/Minimize Outbreaks: Staff and students must stay home when sick. Staff refers students or other staff members to self-report to the Health Office for evaluation when experiencing signs of illness. All approved staff, students, and visitors should have PPE and will maintain social distance protocols while on campus.



Target 1: Health, Safety, and Basic Needs (STAGE 1)

Personal Protective Equipment (PPE)

All approved staff, students, and approved visitors will have PPE and will maintain social distance protocols while on campus.

Masks: Cloth face coverings will be used by essential personnel. Maintain social distance per CDC guidelines. Masks can be taken off while students and staff maintain social distancing.

Other PPE: Gloves provided for all staff serving or interacting with the public.

Target 2: Flexible & Innovative Design



Target 2: Flexible & Innovative Design (STAGE 1)

Spaces: Classrooms

Movement/Social Distancing: All students will receive instruction remotely. Students will only have access to facilities for scheduled and approved essential purposes. Students issued personal technology equipment.

Ensure that teachers and related service providers have the resources they need to provide effective remote learning for ALL students including *English learners, students with disabilities, McKinney-Vento, and foster youth*. Teachers will need to be able to access all required resources remotely including computer/laptop, white board, printer, webcams, and WIFI access to support effective teaching and learning environments. Establish protocols for reasonable teacher access to classrooms with Stage I precautions (social distancing/PPE) so that they can safely access their materials, supplies and all equipment.

Training: Staff, students, families and community must be trained in the health, safety and basic needs protocols, procedures and expectations including social distancing, PPE, hygiene, and health screening. Training videos should be developed and integrated in the training and presentations.

Equitable Internet Access: Provide internet access for students. Potential strategies include vehicles with internet access through neighborhoods, 5G towers throughout the city or partnerships with internet providers.



Target 2: Flexible & Innovative Design (STAGE 1)

Spaces: Outside of the Classroom

Entry/Exit: Protocols for entry/exit ensure controlled access and health screening prior to entering campus. Additional security for campuses during shutdown periods will include staff, cameras, alarms, etc.

Traffic Flow: Implement protocols with appropriate social distancing and PPE for the purposes of pre-packaged meals for meal distribution, tech distribution, and tech support etc.



Target 2: Flexible & Innovative Design (STAGE 1)

Schedules: General Guidelines

Develop Schedules Supporting Social Distancing: All learning is held remotely and should designate specific hours for check-ins and conversations via videoconferencing and phone calls between administrators, teachers, related service providers, counselors, and all students.

Expectations for Distance Learning: All instruction will be provided remotely. Teachers and related service providers will be expected to submit their schedules to administration for support and monitoring. Consistent work day expectations, that include CDE instructional minutes requirements, must be standard across the District for teachers/staff including:

- Minimum instructional minutes
- Synchronous/asynchronous instruction
- Office hours
- Frequent communication with students/parents
- Teacher and/or teacher team prep/planning
- Professional learning participation
- Ensure that all students, including **English Learners, students with disabilities, McKinney-Vento, and foster youth** receive tiered supports as needed

Schedules for students must be developmentally appropriate. It is recommended that a maximum of 3 hours of synchronous online learning a day with additional hours of asynchronous learning. Teachers with similar courses may team to collectively develop online instructional components and provide student support.

Schools will:

- Develop recommendations and guidelines for grade-level appropriate minimum and maximum times of engagement for each student in full distance learning activities.
- Provide synchronized and/or asynchronized video lessons
- Be available to support students and parents throughout the day
- Engage parents daily via meetings, emails, and other communication methods
- Provide short literacy lessons (TK/K and 1st grade) within small/whole group settings

A virtual academy will be created for students and families who prefer or need a full distance learning option.



Target 2: Flexible & Innovative Design (STAGE 1)

Schedules: Preschool/Elementary/Secondary

Preschool-TK/K - Grade 5: Full distance learning will be delivered and aligned with CDE required instructional minutes for:

- Synchronous
- Asynchronous
- Designated Office Hours

Students will receive materials and tools needed to engage fully in distance learning.

The SAUSD Virtual Academy will provide an innovative student-centered experience that prepares students to thrive in a globally interconnected, rapidly evolving, and technological environment that is both flexible and engaging. The overarching vision of the SAUSD Virtual Academy is to enable students to become productive and engaged citizens when they are challenged cognitively and mentored social-emotionally while inspired and taught to work critically, creatively and collaboratively as part of a learning community. The SAUSD Virtual Academy is an option for all students/families who are not comfortable attending school in person or for competency-based learning. The academy will provide the ability to accelerate for advanced learners through master classes/teacher and addresses the ability to make up work when absent. Evidence of content mastery may be through badges and microcredentials.



Target 2: Flexible & Innovative Design (STAGE 1)

Schedules: District Office and Departments

Staffing Schedules: Essential staff will be onsite, ideally on a rotation basis with all others working remotely. Staff will work remotely and will be called in when essential work is needed.

Target 3: Reimagining Student Learning



Target 3: Reimagining Student Learning (STAGE 1)

Instructional Vision

Shared Vision of Equity and Innovation: We will ensure extraordinary and equitable learning for ALL students in SAUSD. Our shared vision promotes equity and access to innovative instructional models to meet the current context that are built around research-based strategies, best practices, and a common language and expectations. The ultimate goal of instructional design is to develop a community of lifelong learners with both students and staff. Teachers and related service providers will have opportunities to interact and learn from each other. Shared consistency will be promoted across the District with agreed upon instructional and student engagement best practices, virtual platforms systems and programs. Teachers' capacity to strategically and purposefully utilize technology and district-supported software/programs and pedagogy to support student learning will be developed. Teachers and related service providers will be supported in building their capacity to engage in more effective and efficient uses of learning platforms and pathways and to develop online content. Teachers should provide consistent routines and procedures as predictable structures improve equitable access for staff, students, and families. It is a priority that all students are connected and engaged by classroom teachers.

Sites will utilize common Learning Management System (LMS) Google Classroom or Canvas templates with similar structure and protocols in delivering instruction. Standardizing delivery of instructional materials

provides families with familiarity, routine, and consistency while the virtual environment allows teachers and related service providers to have creativity, choice, and voice in how instruction is delivered.

Curriculum specialists will develop model lessons to be used for students, staff, or classes during distance learning. These could also be developed to be used as models for teachers at the beginning of the year or unit.

Teachers would be expected to:

- Meet with students daily via an agreed upon LMS
- Provide synchronous and asynchronous instruction
- Provide opportunity for interaction and timely and descriptive feedback
- Utilize formative assessment to check for understanding
- Provide designated check-in and office hours
- Be present/connected with students during virtual instruction

Site expectations must include:

- Syllabi by content area
- Accessible materials
- Weekly/daily agendas and/or lesson plans
- Regular office hours for parents/guardians and students
- Student expectations for completion of asynchronously assigned work
- Grade level/departments shared expectations for the type and amount of work to be provided
- Teachers created "break out sessions" to facilitate group projects and discussions

Social-Emotional Learning (SEL) embedded Instruction: SEL adult practices, built around relationships and human connection, understanding individual stories and context, must be in place so that education is learner centered. Explicit SEL instruction is needed for students to develop healthy social-emotional competencies. Links to grade level specific SEL lessons should be provided so that teachers can integrate them into daily instruction.

Teachers should conduct well-being check-ins during office hours weekly. The SAUSD Help Line will include a specific menu of services including mental health and wellness support.

Creativity and Innovation: Use a creative and innovative lens to:

- Redesign instruction within the new vision
- Create space for schools to experiment, unlearn, and re-learn
- Plan for uniqueness of students - personalized pathways, student choice, agency, and intervention needs
- Provide transformational learning opportunities
- Lower barriers to new experience
- Foster student discussion
- Support creative student demonstration of learning through visualizations, presentations, infographics and web-based tools

Ideally, teachers will utilize the flipped classroom model, provide students learning and exposure to concepts through online videos, and follow up sessions online with the teacher. This will allow the teacher to formatively assess the students' understanding of the topic. Then allow students asynchronous practice opportunities with submission of work to provide additional assessment of understanding.

Flexibility: Ensure that all sites are prepared for changes in stages of reopening. Pivoting between Stages 1-4 will be based on Federal, State, and County orders for school openings. Additionally, guidance for targeted closures related to Covid-19 diagnoses or exposures will be directed by the Orange County Health Care Agency (OCHCA).

District to create "Return to Stage 1" plans that provide site-based accountability. These plans would be based on "best practices" that emerged from lessons learned in March 2020. Guidance will be provided regarding the need for teachers and staff to build relationships and explicitly teach student expectations for remote learning (Positive Behavior Intervention Support Expectations) including using resources such as screencasts to show how to utilize LMS platforms or tasks like how to submit an assignment.

Allow for change as we go along and make adjustments as needed. Provide students with a variety of options including self-paced and individualized learning with multiple pathways.

Attendance/Equitable Engagement: We must engage ALL students at all times. Guidelines to ensure that all students are provided with equitable learning opportunities from one classroom to another will include expectations regarding:

- Minimum instructional minutes
- Professional learning requirements
- Staff meetings, collaboration
- Lesson development
- Attendance procedures
- Family/student outreach logs
- Documentation system for students who have not been contacted

Attendance practices will be the same across the district in alignment with CDE Average Daily Attendance (ADA) requirements and Support Services guidelines. Expectations for staff, students, and parents/guardians regarding absence accountability when learning remotely will be clearly communicated. PreK/Elementary teachers must take daily attendance and 6-12 attendance is taken for each period. Attendance methods for distance learning days include: a daily assignment on LMS, email, google form, or a visual check in. Sites will utilize district resources such as AERIES (Neutral) to document how students have been contacted and how often and the attempts to reach those who have not been in contact with the teacher.

FERPA guidelines (with short videos and supporting FAQ) that highlight acceptable online practices (for Zoom, Google, etc.) to ensure privacy, security and safety will be provided. In addition, videos will be created for families to welcome students back to school and to explain the new learning expectations. Educational expectations will be communicated by all staff. Consistency across classrooms will be emphasized to ensure that all students are provided with equitable and safe learning opportunities from one classroom to another.

SAUSD will ensure all students have access to instructional materials, as needed, in order to engage in full distance learning. Physical instructional materials/kits can be made available for students that can be distributed and collected for assessment purposes. Instructional materials for students to work on required grade level skills, in addition to technology devices, may include hot spots, white boards, paper, pencils, texts, notebooks, workbooks, scissors, crayons, or worksheets.

Curriculum Design: SAUSD key standards for content areas, communicated through [curriculum maps](#), and additional resources to promote access and differentiation, will be provided. Teachers will utilize screening/diagnostic, formative, interim, and progress monitoring assessment to identify student needs. Key details will include:

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

Curriculum pedagogy, best instructional and assessment practices to integrate into instruction include:

- Competency-based learning
- Project-based learning
- Interdisciplinary collaboration
- Student portfolios
- Essential state standards alignment focus
- Accelerated learning strategies
- Cross-age tutors
- Universal Design for Learning (UDL)
- Flipped classroom model
- Internship courses (9-12)

Community Partnerships: School sites can encourage collaboration between content area experts, partnering with museums, hospitals, private companies) and provide “real world” virtual field trips.

Itinerant Staff: Asynchronous lessons created by itinerant staff such as adaptive physical education, music specialists, school psychologists, social-workers, speech-language pathologists, occupational therapists, physical therapists, and/or curriculum specialists could be held in a district repository and be made accessible district-wide.



Target 3: Reimagining Student Learning (STAGE 1)

Instructional Delivery for Maximum Impact

Streamlined Curriculum and Expectations for Full Remote Learning: Determine streamlined standards-based, grade level content that is rigorous and appropriately scaffolded in order to accelerate student academic growth towards grade level mastery. **Advanced/accelerated learners** will have access to modules/lessons or projects that would provide more rigor or depth within content areas. Teachers and related service providers will utilize virtual learning platforms in order to deliver lessons, provide feedback, assess student work, and communicate with students and families. Teachers will use a standardized LMS to post assignments, expectations and instructions for completing each assignment every week for all students in their classes. Teachers would be trained on appropriate LMS. Teachers will continue to provide additional support based on need for all students including **students with disabilities, English learners, gifted and talented education (GATE), McKinney-Vento, foster youth, and accelerated students** such as:

- Re-teaching and differentiated instruction via video-conferencing and recorded lessons
- Targeting specific skills for small group instruction
- Providing teacher-based tailored support to homogeneous small groups based on data to support struggling students and provide more accelerated learning opportunities for **advanced learners**.
- Utilizing the district adopted interventions and programs like Lexia
- Providing access to mini-lessons would be recorded for students to access as often as needed
- Monitoring the SEL and academic needs of all students by classroom teachers with the support of school and district personnel as needed
- Leveraging instructional assistance and tutors to support tiered student needs
- Coordination of Services Team (COST) team will evaluate student data and student work to identify students for Multi-Tiered System of Support (MTSS) levels. Delivery of intervention would acknowledge appropriate models.

(Refer to the curriculum pedagogy, best instructional practices and assessment strategies in the Curriculum Design section above.)

Assessments: District assessment expectations will include scheduled universal screenings to identify specific areas where instruction or intervention may be needed to improve student learning, e.g., MAP and DIBELS. Data should also be used to create small homogenous groupings to target skills students need, e.g., Interim Assessment Blocks (IABs). Teachers will utilize data from formative assessments (formal and informal) to adjust their instruction and ensure students progress towards learning goals and objectives.

Repository of Materials: The repository of materials which will include:

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

Tiered Interventions: COST team will evaluate student data and student work to identify students for MTSS levels. Delivery of intervention would acknowledge appropriate models.

Target 4: Wellness



Target 4: Wellness (STAGE 1)

Site Wellness Team

Site Wellness Team: A site wellness team comprised of certificated and classified staff, parents/guardians, students and community members will review current SAUSD/Site SEL data to provide talking points for teachers/staff so a unified message is presented; support District/Site SEL and mental health initiatives (i.e., We Care Campaign); build partnerships for wellness and mental health services; provide crisis response, and communicate a common SEL message.

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

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

The teams should ensure that the school continues to build community and connection. Wellness teams should have a transition plan between Stage 2 to Stage 1, including remote services. The wellness teams will continue to meet and assess the social emotional wellness of students, staff, and parents, and respond accordingly.



Target 4: Wellness (STAGE 1)

Social Emotional Learning

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

District-wide staff consultation should be established for SEL, Mental Health, strategies, etc. through the Support Services Department, Counseling teams, and FACE. The SEL Committee will provide resources and a menu of options for schools. SEL/Positive School Climate “Look Fors” will be developed by the Support Services/SEL committee. The first two weeks are focused on daily check-ins, developing routines, and developing relationships.

Adult Professional Learning provided by Support Services will include:

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



Target 4: Wellness

Childcare/Extended Learning

Depending on the Federal, State, and Local guidelines, Extended Learning could repurpose the ASES and 21st CCLC program and funding to provide free academic-enrichment (Childcare) services during a school closure. Full-day services could be available for children of essential workers.

Target 5: Professional Learning & Accountability



Target 5: Professional Learning & Accountability (STAGE 1)

Professional Development

A Professional Development (PD) roadmap will be developed with a clear, shared vision of shifts in practice with key competency indicators for Health and Safety Protocols, Basic Technology Proficiency and Innovative Distance Learning Models, Universal Design for Learning (UDL), and Social-Emotional Learning. Required PD to site staff will include:

- Health and safety, PPE, and social distance requirements
- Proper use/storage of chemicals
- Workspace/classroom cleaning protocols
- Effective technology applications
- Substitution, Augmentation, Modification, Redefinition (SAMR) technology integration model as a technology integration framework
- Communication tools, platforms and modalities
- Virtual platforms
- Competency-based Learning
- Project based learning
- Accelerated learning strategies
- Universal Design for Learning (UDL)
- Flipped classroom model
- Positive school climate
- Restorative practices
- Social emotional learning and executive functions
- Trauma informed care

Health and Safety Protocols: Reinforce social distancing and protocols via social media.

Technology Training: To address skill gaps related to using and accessing hardware, software, platform, and online options needed for working/teaching remotely, tiered technology PD will be provided. PD for staff/teachers will be provided as needed regarding:

- How to access distance learning/LMS platforms, hardware, and programs
- Videoconferencing
- Best practices/pedagogy for full distance learning
- Synchronous/asynchronous virtual instruction

Innovative Distance Learning Models: PD must build the capacity of certificated and classified staff to successfully make the necessary shifts to provide all students with innovative distance learning models while maintaining staff and student health and safety. Teachers must acquire the knowledge, tools and skills they need in order to develop autonomy, so that they have the ability to make decisions that align to the context of our goals and educational purpose. Opportunities for teacher success and support at all stages of development must be available while maintaining a clear focus to continue progress on a continuum of competency. Criteria will be utilized for teachers to build a personalized PD plan around clearly articulated competency levels.

Tiered PD to build teacher, related service provider, and instructional paraprofessional capacity to successfully plan for and deliver a high quality, standards aligned instructional program within all three modalities: *Full Remote Learning*, *Hybrid*, and *Traditional* instructional models. PD on best practices to assess student learning in order to differentiate instruction, address specific student needs (i.e., **English learners, students with disabilities, McKinney-Vento, foster youth, GATE**, etc.) and monitor student engagement will promote success for all students.

PD will focus on essential principles such as shifting mindsets with a clearly articulated base level expectation with options that go well above and beyond. The SAMR Model for Technology Integration will be used as a technology integration framework to provide PD for teachers that will facilitate student driven, inquiry-based,

and engaging experiences. Best practices will include project based learning, authentic experiences, and embedded collaboration opportunities.

Social-Emotional Learning (SEL): PD will be provided to build staff awareness of appropriate SEL adult practices and explicit SEL instruction content and strategies for students to develop healthy social emotional competencies. Sites/departments will review the SEL Framework/pre-recorded video and ensure remote strategies and practices are aligned. Refresher PD will be offered by the Support Services/SEL committee.

Professional Development Features, Format, Systems, and Platforms: The structures for District oversight of school sites will need to align PD provision and engagement as well as effective implementation of required practices and protocols. PD options within the days/hours within the work year schedule include a launch, and additional on-going PD hours, a consistent designated PD day or time block, and on-going teacher PLC time. The launch or institute at the beginning of the school year will ensure that everyone receives the same message, expectations and PD which should include:

- Definition of what high quality instruction and practices looks like
- Core values around synchronous/asynchronous distance instruction
- Online learning modules to prepare all teachers to engage in “Level 1” or above learning

PD must be ongoing and continuous. Training format/ activities include:

- Online platforms
- Videos
- Videoconferencing
- Scenarios
- Posters and infographics
- Guideline communiques
- Staff meetings

PD features will include:

- Completion tracking
- Small manageable chunks
- Refreshers and updates as needed
- Ongoing formal and informal opportunities for teacher collaboration and sharing of best practices
- Leveraged modified days to provide PD and collaboration structures and opportunities
- General education, special education, and related service provider collaboration
- The District repository to curate best practices, sample lessons and resources the PD sessions via SAUSD.tv, GoPD, and Google Drive
- Flexible personalized learning
- Weekly PD bites, with bright spot highlights
- Book clubs
- Co-constructed learning opportunities through resources such as Thought Exchange and learning cohorts

Infrastructure Needs: Infrastructure and tech support must be in place to support a greater demand for technology hardware and internet access.

Additional structures that would support professional learning include:

- Directory of support of PD Platforms/identified support staff.
- Tech support office hours for teachers, students, and parents (Spanish also)
- PD to support substitute teachers/especially long term and students teachers
- Site technology leaders
- Site administrator toolbox to support teacher innovative practices
- Administrator PD to support data driven collaboration (i.e. improvement science)
- Qualitative/quantitative survey data to inform ongoing PD and support for site leaders
- District selected specific learning/LMS platforms and programs to support
- Single sign-on for access to all platforms for staff, students, and parents/guardians

Stakeholder Trainings (Families and Community): Virtual stakeholder trainings (families and community) will be available in multiple languages. A trainer or trainer model will be utilized so that all sites can provide stakeholder trainings. Schools must communicate with families via Parent Square, videos, emails, website, social media, and newsletters.

Families will be trained on:

- Using devices and virtual platforms
- Health and safety protocols, procedures, and guidelines
- Log-on process
- Learning opportunities and expectations for family and student involvement
- Creating an email address

Students: All students must receive training so that students can successfully access the platforms. Begin the school year by spending time setting routines and procedures, as well as providing students with guidance on time-management, organizational, and virtual learning skills. Prior to the start of school and during the first day/week of school, time must be set aside for all teachers/support staff to provide training to students as to the expectations related to social-distancing, movement patterns, PPE, and classroom configurations.



Target 5: Professional Learning & Accountability (STAGE 1) Expectations & Accountability

All staff are expected to adhere to ethical and professional expectations for working remotely.

Accountability and Expectations (Certificated): Clear expectations will be communicated to all teachers, related service providers, staff, and site administrators as follows:

- Full remote learning expectations (content, frequency, methods) and best first instruction attributes for remote learning
- Teachers and related service providers must be prepared to implement all instructional models including full remote learning and hybrid models including time/frequency expectations regarding synchronous vs. asynchronous instruction
- Guidelines (i.e., frequency and purpose) for communication with students and families
- All teachers and related service providers will need to demonstrate Level 1 technology use as needed to implement remote learning requirements to ensure sufficient student learning.
- Each teacher will create a professional learning plan, based on clear competency markers established by SAUSD.
- Build their capacity to address specific student needs (i.e., *English learners, foster youth, McKinney-Vento, students with disabilities, GATE*, etc.)

Accountability and Expectations (Administrators): Site administrators will be responsible for:

- Engaging staff in on-going inquiry cycles (i.e., improvement science cycle)
- Supporting effective teacher collaboration
- Ensuring that certificated and classified evaluation procedures and protocols reinforce expectations
- Ensuring that students and families clearly understand what the student expectations are and how students will access lessons during distance learning time.
- Providing concrete expectations for parents, students, teachers, and related service providers for instructional delivery models and post materials, protocols, and documents on various platforms
- Developing and communicating clear expectations for all staff and students as follows: adherence to health and safety protocols including social distancing, PPE, cleaning and sanitizing, etc.

Teacher Expectations for Distance Learning: All instruction will be full remote learning. Teachers and related service providers will be expected to submit their schedules to administration for support and monitoring. Consistent work day expectations will be communicated to teachers/staff and monitored by supervisors.

Instruction and Academic Support Expectations: Teacher will be responsible for:

- Adhering to CDE instructional minutes requirements and document learning activities and experiences to substantiate that instructional minute requirements are met for each student
- Synchronous/asynchronous instruction
- Ensuring a balanced instructional approach with a developmentally appropriate amount of online learning a day with additional hours of off-line assignments
- Professional development participation
- Teacher and/or teacher team prep/planning and collaboration
- Ensuring that all students, including *English learners, students with disabilities, Mckinney-Vento, and foster youth* receive tiered supports as needed
- Understanding expectations for learning and progress to monitor student progress and adjust

- services as needed
- Train all students regarding the virtual/remote program features, access and synchronized learning schedules so that all students are ready to learn
- Training all students on adherence to health and safety protocols including social distance, PPE, cleaning and sanitizing, etc.

Student Contact & Attendance Expectations: Teachers will be responsible for:

- Office hours
- Daily student contact and engagement
- Frequent communication with students/parents
- Adhering to daily student attendance as outlined in the Vision for Learning in Target 3.
- Documenting communication and/or attempts to provide services

Accountability and Expectations (Classified): Clear expectations for instructional support staff will be established based on the role that they serve. PD will focus on capacity building as staff come with varying degrees of training/comfort levels of technology.

Accountability and Expectations (Students): Students will be expected to:

Academic Expectations:

- Utilize and understand the virtual/remote program features
- Logon and participate in synchronous learning activities
- Login to LMS participate in asynchronous lessons and complete assignments
- Ask for assistance and take advantage of supports including office hours as needed

Behavioral and Attendance Expectations:

- Adhere to health and safety protocols including social distance, PPE, cleaning and sanitizing
- Check in daily
- Follow appropriate etiquette for on-line learning

Target 6: Stakeholder Engagement



Target 6: Stakeholder Engagement (STAGE 1)

Elicit input from stakeholders

Stakeholder Groups: Stakeholder groups include students, parents/guardians, staff, community, school board and collective bargaining leadership.

Input from Stakeholders: Stakeholder involvement will be maximized through:

- Input from a significant number of stakeholders from each group
- All sites and departments share input from stakeholders
- A clear and interactive system for stakeholder communication
- A system for forwarding phone calls from front office phones to a number that is monitored by site staff
- A clear system for answering phone calls and responding to requests
- A clear system for responding to electronic communications and responding to requests.

Communication Tools: Identify one consistent communication modality/platform for the entire District to avoid misinformation. Ensure that the most effective data collection systems are in place to inform all in various ways. Input from stakeholders will be acquired primarily through non-contact methods such as:

- Email surveys
- SMS surveys
- Phone calls
- Virtual town halls/listening sessions

Maintain Communication Channel: Clearly defined District attendance/engagement protocols for all sites to follow up with students and families that are not connecting with the school site. Site administrators will review a list of students/families who have not been reached after various attempts in a variety of formats and contact

Support Services via link for additional support as needed. The Support Services Attendance Team will make phone calls as needed.

Tier 1 - Teachers: After 3 absences teachers will make at least 3 attempts to contact student/family via phone call, email, and US mail. If student still misses sessions (absences) or is unable to be contacted, document time and date of all attempts (at least 2x) and refer to tier 2 supports

Tier 2 - School Site Support Staff: Attendance tech, office manager, site clerk, office assistant, teacher on special assignment (TOSA), Outreach, etc. will call all numbers on the contact list. They will check siblings for additional contacts and document all attempts(at least 2x) (date and time) and refer to site administrator if student/family is still unable to be contacted

Site administrators will determine if other site interventions are possible (e.g., teleconference, home visit, etc.) or if the student/family should be referred to tier 3 supports

Tier 3 - District Attendance Team/Mental Health Team:

The team will conduct home visits, attempt all numbers and contacts, and/or refer to resources as needed.



Target 6: Stakeholder Engagement (STAGE 1)

Broad Communication

Ongoing communication: Communication to stakeholders will be through:

- Use feedback to refine communication tools including email
- Text messages
- Flyers
- Newsletters
- Parent Square
- SAUSD Website
- Social media
- School marquees
- Parent Link/ Parent Square (RoboCall)
- Mail
- Phone calls
- Class apps
- SAUSD TV/Channel 31
- Nixle
- SAUSD App
- District vehicles
- Various languages
- Closed captioning for deaf and hard of hearing

There must be one clear message across all stakeholder groups that can be tailored site by site. Site administrators should have a communications toolkit with clear expectations regarding their accountability to share out information.

Schoolwide Policies: Key school wide policies will be in place to prohibit visitors on campus.

Publicity: Maintain regular communication with families, students, and staff regarding current community health recommendations according to federal, state, and local guidelines, health resource information available on the district website and District Health Information Phone Line. Parent Handbook/Enrollment paperwork should be updated to include all of this information for parents (multiple languages).



Target 6: Stakeholder Engagement (STAGE 1)

Parent Education & Engagement

Family Education and Engagement: Back to school protocols will include beginning of the year orientation and how-to videos. Engage the community and build relationships through town halls and listening sessions and build capacity through the asset lens. Ongoing, tiered training on technology access, remote learning programs, platforms and resources, the importance of virtual learning at home, and home learning strategies must be provided. Families should receive accurate information about healthy protocols for home and for home school interaction.

Updated information related to COVID-19 on district and school websites will include: general guidance, current phase, standards or expectations, attendance, engagement, classroom participation, and an input/question button.

Stage 2

Target 1: Health, Safety, Basic Needs



Target 1: Health, Safety, and Basic Needs (STAGE 2)

Health Protocols

Daily Cleaning Routines: Following CDC guidelines, a daily disinfecting and cleaning schedule will be in place for regular and frequent cleaning of common touch points (e.g., desks, doorknobs, faucets, flush handles, etc.) based on clearly articulated standards of cleanliness, with a system for verifying sanitized areas through cleaning logs and designated area markings.

Continue the same protocols for centralized custodial staff, marking off disinfected areas and completing daily cleaning schedules and checklists as outlined in Stage 1.

All staff to assist custodians in cleaning or disinfecting items between area use. All staff will need to complete cleaning certification including standards for storage of cleaning materials in classrooms. All staff must be able to properly use cleaning chemicals and leave them with supplies and instructions to clean their workspace/classroom.

Air Quality: To ensure healthy air quality, the following steps must be taken:

- Clean all vents in alignment with expected schedules
- Utilize a vent replacement log to indicate when they were last cleaned
- Replace or fix windows so that windows can open
- Repair broken air conditioning/climate control units quickly as needed

Contact Control: Reduce contact points with strategies including use of gloves, keeping doors open when possible, providing hands free sanitizing/cleaning dispensers, and use paperless options whenever possible.

Screening: Designated staff to check temperatures of students, staff, parents/guardians, and visitors as needed at designated locations.

Hygiene: Videos about hand washing, social distancing, and infection control practices should be shown during class. Post visible signage with the reminders about hand washing “frequently and after transitions” as a constant reminder. Include time for frequent hand washing within classroom schedules.



Target 1: Health, Safety, and Basic Needs (STAGE 2)

Response to Illness Detection

Identification of High Risk Staff: Staff will self-identify as high risk and contact their supervisor and Risk Management for an accommodation evaluation.

Identification of High Risk Students: School nurses and Licensed Vocational Nurses (LVN) will review student health records to identify students considered high risk for Covid-19 exposure according to CDC guidelines. Parents/guardians will report to the school students with high risk conditions. School nurses will collaborate with parents/guardians and medical providers to determine optimal attendance recommendations (e.g., attendance with safety accommodations, virtual learning from home, or a combination).

Materials with information regarding health conditions considered high risk for Covid-19 exposure will be developed and distributed via the Public Information Office (PIO) and individual school sites to encourage parents/guardians to self-report to the School Nurse if they have a child with a high risk condition.

Reporting Process & Protocols: In the event of positive COVID-19 diagnosis of staff, students, or other visitors on campus, and on a case by case basis, a plan to close schools again for physical attendance of students will be initiated, if necessary, based on public health guidance and in coordination with local public health officials.

Staff: Staff members who have been diagnosed or exposed to Covid-19 should notify Risk Management as soon as possible and follow Risk Management guidance related to medical evaluation, sick leave, and when to return to work. Employees exposed or diagnosed with COVID-19 must stay home and call Risk Management to report and follow directions from Risk Management.

Risk Management will be responsible for contact tracing, will build a timeline of when the individual's symptoms began, when the individual received notice of a positive test result, and will identify a list of potential contacts. Risk Management will notify individuals on the list of potential exposure, monitor their period of quarantine, approve Return to Work and be responsible for reporting to local health agencies as needed.

Students: Any parent or student reporting a diagnosis or exposure to Covid-19 should be referred to the school nurse or LVN. The school nurse or LVN will obtain the necessary information from the parent and give direction on whether the student needs to be excluded during the investigation process. The individual site school nurse will notify the Health Services Program Specialist and they will collaborate with OCHCA for reporting of students diagnosed with Covid-19 and contact tracing. Increased monitoring, exclusion from campus, and school closure will be determined with collaboration between OCHCA and district administration.

Health Monitoring Room(s): Each site will establish at least one health monitoring room, that is separate from the health office for non-infection related conditions, with space for multiple individuals as needed to maintain social distancing, implement protocols to isolate symptomatic individuals, and initiate contact tracing protocols.

Principals will communicate the location of their health monitoring room to the district office. An audit of the space within the room, location on campus, the distance from single point of entry, and social distancing marking on the floors.

School nurses will collaborate with site administrators to designate separate health monitoring areas to evaluate students with illness or possible Covid-19 symptoms and students visiting the health office for injury or medication to decrease spread of infection. These areas will be staffed according to current district practice. Trained unlicensed staff will be trained to evaluate and provide first-aid to students reporting to the health office when a school nurse or LVN is not available on campus.

Health monitoring room, with appropriate adult supervision, will need interior dividers and a door so that students with respiratory symptoms can be separated from the general population and other well students. The space must be large enough to accommodate a number of sick students at one time.

A designated area, separate from the health monitoring room, will be utilized for students who do not have respiratory symptoms but need to visit the health office for an injury, medication administration, medical procedure, or any other need can be evaluated. This area should have chairs that are a minimum of six feet apart and have adequate adult supervision.

Developing Process & Protocols for Reporting: Continue with all actions in Stage 1. Communicate with district and local officials to implement contact tracing and follow up monitoring. PIO and Site/District will follow communication protocols to inform the community and provide updates to the community (cohort, site, parents, staff).

Developing Process & Protocols for Re-entry: Continue all actions in Stage 1. District mandated re-entry criteria will be developed according to CDC, State, and OCHCA guidelines. This criteria will be distributed to staff, students, and families to facilitate understanding of the process and encourage feelings of safety.

Contain/Minimize Outbreaks: Staff and students must stay home when sick. Staff refers students or staff to self-report to the health office for evaluation when experiencing signs of illness.

Site principal/department head must be notified if exposed to or diagnosed with Covid-19 and contact tracing will be conducted for individuals diagnosed with Covid-19.

Screening: Screening or monitoring results and illness information must be kept confidential. Passive screening of staff and students-staff and parents will be instructed to screen for fever and symptoms at home. Staff will monitor students for illness and refer to the health office as needed. Students return to school according to the guidelines provided by the district.



Target 1: Health, Safety, and Basic Needs (STAGE 2)

Personal Protective Equipment (PPE)

Masks/Face Coverings: Staff and students will wear cloth face coverings according to CDC, State, and OCHCA guidelines. Masks will be provided for anyone at the point of entry who does not have one.

Alternatives to cloth face coverings such as face shields with a cloth covering affixed to the bottom and tucked into the shirt collar will be utilized by staff interacting with special populations that require the ability to read facial expressions and facilitate comfort.

Face Shields and masks, if re-usable, will require guidance about how many times they can be reused and how often they should be disinfected.

Staff performing specialized procedures for students that are considered aerosolizing will be provided gloves, gown, N95 mask, and face shield. These procedures will be performed in a designated area that provides infection prevention according to CDC, State, and OCHCA guidelines. This area will be determined in collaboration with the Health Services Program specialist, the school site Nurse, and site Administration.

Other PPE: Provide face shields and/or portable plexiglass barriers for teachers/staff/ and students who have difficulty with masks. Gloves should be required when using common equipment and/or materials. Hand sanitizer should be available within each classroom and office for frequent use.

Site specific plans to facilitate use of hand sanitizer or wash hands prior to entering classrooms will be developed. Classroom soap and paper towels must be fully stocked with back up supplies so that soap/sanitizer available for handwashing is consistently available throughout each day. Soap dispensers should be within children's reach. If hand sanitizer in each room is not possible, a process for washing hands prior to entering should be in place. This can be achieved by scheduled restroom visits or portable sinks in designated areas if the classroom does not have a sink. Hand sanitizer should be an alternative to handwashing for children who are unable to wash their hands.

Students must have access to a bag (such as a ziploc bag) or case of sufficient size to store their individual PPE, and a storage procedure (where, how) must be clearly communicated. Lost, damaged or stolen PPE must be replaced as soon as reported. An inventory must be maintained within the warehouse where sites/depts can order as needed.

Protocols and guidelines must be communicated regarding severe inclement weather and poison control (sanitizer/chemicals accidental ingestion or exposure)

Target 2: Flexible & Innovative Design



Target 2: Flexible & Innovative Design (STAGE 2) Spaces: Classrooms

Before school begins, all students and parents/guardians must be aware of expectations related to social-distancing, movement patterns, PPE, and classroom configurations that are required while on campus and be prepared to follow them.

Social Distancing: Facilities must be utilized in a manner where students and teachers must be 6-feet apart in relation to the size of the classroom. Classrooms must have physically marked out spacing requirements.

Movement: Minimize COVID19 exposure by having students stay in one space as much as possible throughout the day to help with their safety. Whenever possible, adults move to different classrooms.

Equipment Needed: Social distancing can be supported by using furniture as a barrier, providing clear plastic desk top barriers between students/staff, and taping off 6 feet placement markers.

Alternatives for smaller children who may not wear masks must be in place. Face Shields for students can substitute for a desk barrier.

Hand sanitizer will be available in all classrooms. Secure storage and maintenance of cleaning/sanitizing equipment must be in place. Classrooms should have student safe soap/spray bottles and paper towels to wipe off desks.

Supplies: Students should be provided with individual supplies, materials, including manipulatives with their own individual bags or cases.

When using shared supplies or equipment, students should wear gloves and use hand sanitizer before and after use. Shared supplies should be cleaned daily and left untouched for 24-48 hours between use. A system for cleaning shared manipulatives will be developed by the district and implemented according to site ability. Instructions for cleaning will be provided and a checklist to track cleaning will be maintained by staff performing the cleaning.

Eating in the Classrooms: Students may be required to eat breakfast and lunch in classrooms, following inclement weather schedules, to promote social distancing with grab and go, individually wrapped meals to be eaten at student desks (no family style or sharing food). Lunch pick up or delivery would be established at each site in alignment with social distancing norms. Students will be supervised by activity supervisors who are prepared to implement social distancing, hygiene and monitoring of students. Desks should be sanitized before/after eating.

Training: Continue with all actions in Stage 1.

Classroom Configurations: Rearrange furniture and desks in classrooms to accommodate 25%-50% of students in classrooms while maintaining social distancing requirements.



Target 2: Flexible & Innovative Design (STAGE 2)

Spaces: Outside of the Classroom

Traffic Flow: Establish and designate entry/exit traffic flows for common rooms, hallways, and offices with arrows and social distancing markers/decals on floors, carpet, and sidewalks and asphalt. All offices and waiting areas should have furniture spaced to allow for social distancing. If all of the designated chairs are full, other staff or visitors should wait outside.

Preschool/TK/K and students with disabilities may require additional supervision when walking to class and when students walk to restrooms, etc.

Entry/Exit: Establish drop off/pick up locations for designated areas. Ensure that all staff, students, and visitors are screened prior to entry as needed at designated entry/exit points with a classic model of entry/exit procedures. Individuals outside must wait while complying with social distance protocols.

Flexible Spaces/Common Areas: Large gatherings and assemblies would not be held in this stage. Students should be assigned to a cohort that moves around on the campus together. The cohort of students should remain in the classroom while the teachers move around as needed. When other areas of the campus need to be used for lessons or activities, the area should have a designated schedule, and cohorts should move together between spaces. Secondary schools may utilize block schedules to facilitate cohorts.

Outside, only the field and black top will be accessible for outdoor learning activities. Access to playground fixtures and/or PE equipment will not be allowed.

Minimize touching of surfaces with foot door openers and prop doors open to maximize ventilation when possible. Provide plexiglass for high traffic areas including receptionist and front office. To reduce office staff contact, rotate office staff schedules (online/in office) for employees that share spaces and provide a drop off box.

Utilize non-classroom spaces such as outdoor spaces, auditoriums, libraries, gyms, multi-purpose rooms (MPR), etc. as virtual learning labs for students who cannot access the internet at home to use their school device.

Move benches and tables in exterior areas and lunch area seating and mark off benches so that students sit apart and do not face each other to ensure social distance. Rotate among cohorts for playground/field use. Secondary students may eat lunch outside while maintaining social distancing in their cohort when space is available. Lunch tables must be cleaned between use by cohorts-possibly alternating tables used to facilitate cleaning between groups. Where social distancing is not possible in the lunch area, students will eat lunch at their desks in the classroom. Students will be supervised during lunch according to current “inclement weather” plans.

Bathrooms: Install hands-free equipment (entering/exiting, washing, flushing, drying) if possible. Utilize limited occupancy bathrooms and provide clear expectations for use with activity monitors stationed outside.

Hydration Stations: Drinking fountains should be taped off. Students should be allowed to bring water bottles. Students would be able to refill their water bottles if sites have hydration stations.

Buses: Per updated guidelines, students on buses must be seated with one student in every seat, as long as the position of students (window/aisle) are alternated in order to maintain social distance. New update shows that students can now sit one per seat if staggered window and aisle. Same for opposite row. The majority of buses that transport students with special needs will be able to transport a maximum of 12 students per the guidelines. Transit buses that normally transport approximately 84 students will now transport up to 28.

Students will wear face masks on buses unless they have special needs and/or they cannot take the masks off themselves. Students without special needs would be required to wear masks.



Target 2: Flexible & Innovative Design (STAGE 2)

Schedules: General Guidelines

Develop schedules that support social distancing: Scheduling to reduce the number of students on campus to accommodate *Hybrid* and *Full Remote Learning* instructional models, aligned with State instructional minutes requirements.

District Hybrid Model schedules for Stage 2:

- **Elementary:** 2 days on Site/3 days distance learning
- **Secondary:** 1 day on site/4 days distance learning

Learning Format Options: Off campus time for students in both hybrid (on campus/online virtual learning) and Full Remote Learning(all virtual) formats provides instructional minutes through synchronous and asynchronous online learning options, lesson videos, and video conferences. Students in need of internet access will now have the option to access the internet at onsite learning labs. The hybrid model will support a flipped classroom model based on when staff are ready. TK-1st grade student schedules must include sufficient time for early literacy instruction, the SAUSD Virtual Academy will be offered to students who prefer a fully virtual learning environment.

District Hybrid Model: Each class divided into cohorts depending on the grade span (see above for grade span schedules). Up to 15 students will be in a classroom at one time. Teachers will engage in on-site face-to-face instruction with students four days per week with one completely virtual day per week utilized for instructional planning, staff meetings, student/parent contact and outreach, professional learning and teacher collaboration. Families should be kept on the same schedule whenever possible.

Staffing: Staff assignments, based on student need, may include hybrid, fully virtual, and/or teaching on site with staff supervision distributed to accommodate student needs. Substitutes will need onboarding to meet and understand these instructional modes.



Target 2: Flexible & Innovative Design (STAGE 2)

Schedules: Preschool/Elementary

District Hybrid Model schedules for Stage 2: Elementary: 2 day on site/3 days distance learning





Preschool-Transitional Kindergarten (TK)/Kindergarten: Prioritize as many students on ground for as many instructional minutes as possible and repurpose rooms/space and staffing resources to social distancing guidelines. Preschool ratios will be 10 students in a classroom to maintain social distance guidelines.

Grade 1-2: Second priority for on site instruction

Grade 3-5: Third priority for on site instruction

ELEMENTARY SCHEDULE (HYBRID MODEL)

- **2 COHORTS:** Group A (50% of the students) and Group B (50% of the students)
- Each cohort has two consecutive days on campus, grab & go lunch
- Group A & B (whole class) meets everyday
- Teachers engage in one professional work day per week

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 GROUP A on campus	 GROUP A on campus	Teacher Professional Work Day	 GROUP B on campus	 GROUP B on campus
Live Remote B (A optional)	Live Remote B (A optional)		Live Remote A (B optional)	Live Remote A (B optional)

Benefits:

- Exceeds instructional minute requirements set by CDE
- All students meet with teacher live or on-line 4 days/wk
- Ensures the learning of both cohorts within the day
- Flexibility after lunch for targeted student needs including childcare, wifi, student learning support, site space options
- Social distancing, cleaning, transportation costs



Target 2: Flexible & Innovative Design (STAGE 2)

Schedules: Secondary

Grade 6-12: Same offerings as Stage 1 plus on the ground classes available during the school day and afternoons/evenings. Athletics programs would adhere to social distancing requirements and guidelines.

District Hybrid Model schedules for Stage 2: Secondary Model #1

SECONDARY SCHEDULE (HYBRID MODEL)

- Secondary schools divide their student population into **4 COHORTS:**





Group A (25% of the students)

Group B (25% of the students)

Group C (25% of the students)

Group D (25% of the students)

- Each cohort has one day on campus per week
- Teachers engage in one professional work day per week

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 GROUP A on campus	 GROUP B on campus	Teacher Professional Work Day (see PD slide)	 GROUP C on campus	 GROUP D on campus







Groups that are not on campus will be at home learning remotely (four days of the week).

District Hybrid Model schedules for Stage 2: Secondary Model #2 (Alternating Weeks)

SECONDARY SCHEDULE (HYBRID MODEL)

Red Week

- **4 COHORTS:** Group A (25% of the students), Group B (25% of the students), Group C (25% of the students), Group D (25% of the students)
- Each cohort meets one day a week on campus for periods 1-3, Periods 4-6 meet live online after lunch (Note: Red week and Blue week will alternate every other week, with P.1-3 in person one week, and P.4-6 in person the next)
- Students meet daily after lunch remotely for periods 4-6
- Teachers engage in one professional work day per week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
P.1-3	 GROUP A on campus	 GROUP B on campus		 GROUP C on campus	 GROUP D on campus
P.4-6	Students Live Remote	Students Live Remote	Teacher Professional Work Day	Students Live Remote	Students Live Remote

Benefits:





- Exceeds instructional minute requirement set by CDE
- Students meet with teacher live or on-line 4 days/wk
- Ensures the learning of all cohorts within the day
- Social distancing, cleaning, transportation costs

- Flexibility after lunch for targeted student needs including childcare, wifi areas, student learning support, site space options open for sports, and extracurriculars

SECONDARY SCHEDULE (HYBRID MODEL)

Blue Week

- **4 COHORTS:** Group A (25% of the students), Group B (25% of the students), Group C (25% of the students), Group D (25% of the students)
- Each cohort meets one day a week on campus for periods 4-6, Periods 1-3 meet live online after lunch (Note: Red week and Blue week will alternate every other week, with P.1-3 in person one week, and P.4-6 in person the next)
- Students meet daily after lunch remotely for periods 1-3
- Teachers engage in one professional work day per week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
P.4-6	 GROUP A on campus	 GROUP B on campus		 GROUP C on campus	 GROUP D on campus
P.1-3	Students Live Remote	Students Live Remote	Teacher Professional Work Day	Students Live Remote	Students Live Remote

Benefits:









- Exceeds instructional minute requirement set by CDE
- Students meet with teacher live or on-line 4 days/wk
- Ensures the learning of all cohorts within the day
- Social distancing, cleaning, transportation costs

- Flexibility after lunch for targeted student needs including childcare, wifi areas, student learning support, site space options open for sports, and extracurriculars

District Hybrid Model schedules for Stage 2: Ed Options

ED OPTIONS SCHEDULE (HYBRID MODEL)





- Secondary schools divide their student population into **2 COHORTS for AM day school students** and **2 COHORTS for PM night school students**
- Each cohort goes to campus two days per week
- Teachers engage in one professional work day per week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DAY SCHOOL:	 GROUP A on campus	 GROUP B on campus	Teacher Professional Work Day	 GROUP A on campus	 GROUP B on campus
NIGHT SCHOOL:	 GROUP A on campus	 GROUP B on campus		 GROUP A on campus	 GROUP B on campus

District Hybrid Model schedules for Stage 2: Reach Academy

REACH SCHEDULE (HYBRID MODEL)

- **DAY:** Grades 6-8 will be on campus M,T,Th,F grades 9-12 will be divided into 2 cohorts. Cohort A will be on campus M/Th and Cohort B will be on campus T/F (Whenever possible, students will have access to more in-person learning)
- **NIGHT:** Grades 9-12 will be divided into 2 cohorts. Cohort A will be on campus M/Th and Cohort B will be on campus T/F
- Teachers for both night and day schedules will engage in one professional workday per week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Day 6-8	 ALL on campus	 ALL on campus	Teacher Professional Work Day	 ALL on campus	 ALL on campus
Day 9-12	GROUP A on campus	GROUP B on campus		GROUP A on campus	GROUP B on campus
Night 9-12	GROUP A on campus	GROUP B on campus		GROUP A on campus	GROUP B on campus



Target 2: Flexible & Innovative Design (STAGE 2)

Schedules: District Office and Departments

Rotate onsite/remote work schedules and video/ teleconferencing solutions would be utilized for both on and off site.

Target 3: Reimagining Student Learning



Target 3: Reimagining Student Learning (STAGE 2)

Instructional Vision

Shared Vision of Equity and Innovation: Continue with stage 1 actions. Teachers and related service providers will be supported in building their capacity to engage and develop online content including strategies such as: flipped classroom; synchronous and asynchronous lessons for students, UDL, and live lesson streaming. Utilize the flipped classroom model, provide students learning and exposure to concepts through online video, and follow up in live sessions with the teacher. This will allow the teacher to formatively assess the students' understanding of the topic. Then allow students asynchronous practice opportunities with submission of work to provide additional assessment of understanding. Full remote learning including the SAUSD Virtual Academy will continue to be options for students.

SEL Embedded Instruction: Continue all actions in Stage 1. Identify key distance learning practices ([Example](#)) and incorporate California Social Emotional Learning (CASEL) competencies within the practices. SEL should be part of daily instruction (possibly purchase SEL curriculum), have weekly SEL check-in with students, for example, Pre-K - Elementary by teachers, 6-12 in designated period. Examples might include a weekly SEL assignment ([Example](#)) and teacher/staff office hours and wellness check-ins. Sites will establish consistent meeting times and publish meeting times for parents to view, in the syllabus or school websites.

Creativity and Innovation: Continue stage 1 actions. Establish onsite learning labs at school sites that provide learning options for students and families.

Flexibility: Continue with actions in Stage 1. Master schedules will be developed to:

- Accommodate the site scheduling model from options in Target 2
- Allow for flexibility in grouping of students
- Allow for flexibility with teacher schedules.
- Student access to electives to promote a wide variety of content for a well-rounded education
- Ensure that students are not homogeneously grouped together for all courses
- Student voice and choice
- Include both synchronous and asynchronous models that allows for flexible toggling between whole group and small group instruction

In virtual settings, apps like Zoom or Google Meet need to be utilized to do small group instruction. Use the first weeks of school to model and explicitly teach routines and procedures for both live and distance learning to prepare students for all potential learning contexts.

The SAUSD Virtual Academy will continue to be an option for all students/families who are not comfortable attending school and students with impacted schedules, based on student needs.

Attendance/Equitable Engagement: Same as Stage 1. Attendance will be taken on-site as well as remotely based on assigned student hybrid schedules. Distribute Learning Kits to students who may not have consistent

internet connections. Kits would include items such paper, pencils, notebooks, art materials, whiteboards, etc. We must ensure that high quality online instruction is available for all students (if the hybrid/in person model is not accessible). If students cannot reliably access the internet, students will be provided with materials as needed. Provide students with hotspots as needed to access the virtual learning environment.

CDE Instructional minutes per day can be met with a combination of face-to-face and virtual learning activities and tasks. CDE minimum daily requirements are as follows:

Grade level	Minutes per day
Kindergarten	180
Grades 1-3	230
Grades 4-12	240
Continuation High School	180

Curriculum Design: Continue Stage 1 actions. Assess all student needs at the beginning of the school year. Build relationships and explicitly teach student expectations for remote learning.

Continue Stage 1 recommendation for curriculum pedagogy, best instructional practices and assessment strategies to integrate into instruction with increased opportunities for face-to-face assessments. Teachers will use initial screening, diagnostic, formative, interim and progress monitoring assessment to identify student needs, gaps in knowledge and concepts/units must be reviewed or re-taught.

Asynchronous lessons may be created and can be included in the district repository to be catalogued and be made accessible district-wide. All materials would still be available online but now can be integrated in a more meaningful way during in-person sessions that allow for more opportunities for direct instruction, small group intervention, collaborative group projects, personalized instruction, instantaneous feedback for students and opportunities to build teacher-student relationships. Teachers may record lessons being taught at school and online for students at home or to be added to the repository/database to allow other teachers to access as well as allow students to access for reteaching options as needed. The repository/database will also contain training and activities for all stakeholders to access.

Community Partnerships: Same as Stage 1.

Itinerant Staff: Same as Stage 1 with potential on-site time.



Target 3: Reimagining Student Learning (STAGE 2)
Instructional Delivery for Maximum Impact

Streamlined Curriculum: Continue with stage 1 expectations. Continue to provide additional support based on need including:

- Re-teach and differentiated lessons via video-conferencing, or recorded formats
- Target specific skills for small group instruction
- Utilize appropriate screening measures to determine current student levels (reading, ELA and mathematics)

Teachers will be able to collaborate with other teachers to develop and record mini lessons that can be used asynchronously for a flipped classroom model. Expanded to in-person, one-on-one support will allow teachers to ensure that all students know how to interact in a virtual environment. For example, teachers may spend the first few in-person sessions teacher students about:

- Virtual learning access
- Video conferencing protocols

- Academic performance expectations
- Online learning etiquette
- Routines and procedures for both in-person learning and the virtual environment
- Strategies for time-management and organization strategies for success in a hybrid model.

Assessments: The District will develop clear assessment expectations. Universal screenings will be used to identify specific areas where instruction or intervention may be needed to improve student learning, e.g., MAP and DIBELS. Data will also be used to create small homogenous groupings to target skills students need, e.g. Interim Assessment Blocks (IABs). Provide professional learning on best practices and platforms. Teachers will utilize data from formative assessments (formal and informal) immediately to adjust their instruction and ensure students progress towards learning goals. Data can also be used to create small homogenous groupings to target skills students need.

Repository of Resources: Same as Stage 1

Tiered Interventions: Same as Stage 1

Target 4: Wellness



Target 4: Wellness (STAGE 2) Site Wellness Team

Site Wellness Team: Continue with all actions in Stage 1. Leverage a current site team such as PBIS, COST, etc as the site wellness team based on District outlined goals and expectations. School sites must ensure that special education staff, counselors, school social workers, mental health providers, community partners, FACE, and extended learning staff are represented on the team.

Sites will continue to ensure a positive school climate by continuing to offer support services and professional learning in the following areas:

- Mental health
- SEL
- Restorative practices
- Trauma informed care

Sites must assess and, if needed, adjust the current referral process to include staff, student and parent/guardian referrals. Sites/departments will develop guidelines focused on supporting students, staff and parents, both online and in-person. Items to consider are:

- Observed/anticipated changes as a result of transition
- Normalization of experiences
- Strategies of support for individual students and classroom management resources
- Implement SEL in the first two weeks of opening to support students, staff, and families

Adult professional learning will include:

- Online pre-recorded videos on the basics of restorative practices, trauma-informed care, and SEL
- Provide social emotional wellness PD, in person and online
- Site wellness teams/PBIS/COST leads or department heads

Site/department administrators are still expected to provide beginning of the year inservice as it relates to:

- Mandated reporting protocols
- Crisis response/suicided ideations/threat assessment



Target 4: Wellness (STAGE 2)

Social Emotional Learning

Social Emotional Learning Development: Same as Stage 1 with in-person support as well. Sites have the framework posted or accessible. Staff will continue to utilize the SEL resources and menu of options in a remote setting, as identified in stage 1. All staff have access to professional development focused on SEL best practices and Adult SEL, both online and in-person. Principals will attend SAUSD SEL Trainer-of-Trainer prior to the start of school (District Provided TOT) and then deliver the training to their staff teams. Pre-recorded PD videos will be available.



Target 4: Wellness

Childcare/Extended Learning

Extended Learning is prepared to support free of charge academic-enrichment (childcare) services as well as collaborate with other departments to identify community based childcare services/resources. While each Engage 360 program will need to adapt to the school schedule determined by the administrator, three options are provided for a frame of reference. Planning for childcare will be based on the following assumptions:

- School hours match proposed cohort hybrid models
- Program space is available
- Priority enrollment will go to **foster youth, McKinney-Vento**, and those with childcare needs
- An average of all Engage 360 sites' enrollment was used for the budget projections
- The risk "stage" is for the full school year

Target 5: Professional Learning & Accountability



Target 5: Professional Learning & Accountability (STAGE 2)

Professional Development

Health and Safety Protocols: Key topics include the "why" for the new protocols, social distancing protocols, PPE, hygiene/handwashing, sanitizing, understanding how diseases are transmitted, sector/minimal movement, surface contact/cleaning, and common areas. Staff must be trained on what to do when people do not follow expectations. Student safety, including cyber safety, must be included. Introduce transitions between all stages.

Implement a training program highlighting social distancing, hygiene and monitoring of students for Activity Supervisors on how they will assist supervising breakfast and lunch in the classrooms

Virtual training regarding sanitizing protocols for breakfast and lunch will be available on GoPD as well as for pre-service days when staff come back in August.

Basic Technology Training: Continue with stage 1 support.

Innovative Distance Learning Models: Continue PD components as outlined in Stage 1. In addition, provide strategies and best practices for implementing the hybrid model, including blocks of teaching time, student face-to-face support time, parent PD sessions and teacher learning time.

In-person PD opportunities may also be provided in order to deepen understanding of effective online/hybrid instruction and on-line tools to support a “flipped classroom” approach. Stage 2 PD would also include how teachers and staff can support students in acclimating back to school, school expectations, SEL, and how to address student anxiety, trauma informed instruction, and decline in academic skills.

District-driven guidelines and training links (e.g. short videos and supporting FAQ) that highlight acceptable online practices (for Zoom, Google, etc.) to ensure privacy, security and safety (FERPA/Internet Safety) will be made available in the District repository.

Social-Emotional Learning (SEL): Continue with stage 1 support. All staff will attend a SEL Framework professional learning opportunity, either online or in-person. Pre-recorded videos of professional development will be available as needed.

Professional Development Features, Format, Systems, and Platforms: Continue with stage 1 support with more face-to-face PD offerings.

Infrastructure Needs: Continue with stage 1 support. Links to the SAUSD repository of professional development activities, resources and lessons to use will allow for flexible learning as needed, including content with arts integration.

Stakeholder training (families and community): Continue with stage 1 support.



Target 5: Professional Learning & Accountability (STAGE 2)

Expectations & Accountability

All staff are expected to adhere to ethical and professional expectations for working remotely and on site.

Accountability and Expectations (Certificated): Clear expectations will be communicated to all teachers and site administrators as follows:

- Hybrid model learning expectations (content, frequency, methods) and best first instruction attributes for hybrid learning
- Teachers and related service providers must be prepared to implement all instructional models including full remote learning and hybrid models including time/frequency expected to provide synchronous vs. asynchronous instruction
- Guidelines (i.e., frequency and purpose) for communication with students and families
- All teachers will need to demonstrate Level 1 competence that is needed to implement the minimum distance learning requirements to ensure sufficient student learning
- Each teacher will create a professional learning plan, based on clear competency markers established by SAUSD
- Build capacity to address specific student needs (ie., *English learners, foster youth, McKinney-Vento, students with disabilities, GATE*, etc.)

Accountability and Expectations (Administrators): Site administrators will be responsible for:

- Engaging staff in on-going inquiry cycles (i.e. improvement science cycle)
- Supporting effective teacher collaboration
- Reinforcing expectations for certificated and classified evaluation procedures and protocols
- Ensuring that students and families clearly understand what student expectations ensure that students and how to access lessons during distance learning time.
- Providing concrete expectations for parents, students, and teachers for instructional delivery models and post materials, protocols, and documents on various platforms.
- Developing and communicating clear expectations for all staff and students as follows: Adherence to health and safety protocols including Social Distance, PPE, cleaning and sanitizing, etc.

Teacher Expectations for Hybrid Learning: All instruction will be a combination of on-site and distance learning. Teachers will be expected to submit their schedules to administration for support and monitoring. Consistent work day expectations will be communicated to teachers/staff and monitored by supervisors.

Instruction and Academic Support Expectations

- Adhere to CDE instructional minutes requirements and document learning activities and experiences to substantiate that instructional minute requirements are met for each student
- In-person, synchronous/asynchronous instruction
- Ensure a balanced instructional approach with a developmentally appropriate amount of online learning and face-to-face learning each day with additional hours of off-line assignments
- Professional learning participation
- Teacher and/or teacher team prep/planning and collaboration
- Ensure that all students, including *English learners, students with disabilities, McKinney-Vento, and foster youth* receive tiered supports as needed
- Understand expectations for learning and progress to monitor student progress and adjust services as needed
- Train all students regarding the online program features, access and synchronized learning schedules so that all students are ready to learn
- Train all students to adhere to health and safety protocols including social distance, PPE, cleaning and sanitizing, etc.

Student Contact & Attendance Expectations: Teachers will be responsible for:

- Maintaining office hours
- Daily student contact and engagement in both in-person and on-line methods
- Frequent communication with students/parents
- Adhering to daily student attendance as outlined in the Vision for Learning in Target 3
- Documenting communication and/or attempts to provide services

Accountability and Expectations (Classified): Establishing clear expectations for instructional support staff. PD should focus on capacity building as staff come with varying degrees of training/comfort levels with technology.

Accountability and Expectations (Students): Students will be expected to:

Academic Expectations:

- Utilize and understand the online program and in-person instructional features
- Logon and participate in synchronous learning activities
- Login to LMS participate in asynchronous lessons and complete assignments
- Ask for assistance and take advantage of supports including office hours as needed
- Participate and be engaged in on-site learning activities

Behavioral and Attendance Expectations: Students will be expected to:

- Adhere to health and safety protocols including social distance, PPE, cleaning and sanitizing
- Check in daily
- Follow appropriate etiquette for on-line learning
- Attend class assigned on-site days based on schedule

Target 6: Stakeholder Engagement



Target 6: Stakeholder Engagement (STAGE 2) Elicit input from stakeholders

Stakeholder Groups: Same groups as those represented in Stage 1.

Input from Stakeholders: Same as Stage 1.

Communication Tools: Same as Stage 1.



Target 6: Stakeholder Engagement (STAGE 2) Broad Communication

Ongoing communication: Same as Stage 1.

Schoolwide Policies: Key school wide policies will be established to substantially limit visitors on campus, integrate PPE requirements within the dress code policy and Covid-19 diagnosis and exposure protocol.

Clear expectations must be communicated about who has access to come on campus. These expectations will describe that non-essential visitors and activities involving external groups or organizations will be limited. Communication will provide information about how individuals may access schools virtually through an online video conferencing meeting structure (i.e., an open ZOOM virtual room) that is dedicated for parents or other visitors to reduce the need to on-site visits.

Selected community partners designated by District Administration and Risk Management may be allowed on campuses and support sites. Community partners must be approved by Risk Management prior to entry. All staff should be wearing District I.D. Stage 2 should NOT have visitors, consultants on campus unless approved by Risk Management. District will monitor RAPTOR check ins.

Utilize communication routines to share expectations materials, safety, social distancing, contact control, PPE cleanliness, health protocols, etc. to stakeholders including signage, social media, Parent Square, District/site websites, and newsletter that align with local authorities (Health Services and Healthcare Agency, CDC and State recommendations.)

Clear expectations must be communicated to families regarding designated drop-off and pick-up locations and protocols that parents must adhere to.

Publicity: Same as Stage 1.



Target 6: Stakeholder Engagement (STAGE 2) Parent Education & Engagement

Family Education and Engagement: Continue with Stage 1 actions

Stage 3

Target 1: Health, Safety, Basic Needs



Target 1: Health, Safety, and Basic Needs (STAGE 3)

Schoolwide Health Protocols

Daily Cleaning Routines: Follow Stage 2 guidelines.

Stage 2 Protocols will be adjusted according to CDC, State, and Healthcare Agency guidelines. Cleaning routines would be decreased from between use to daily and be performed only by custodial staff. Teachers and staff would have the option to continue to implement between use cleaning.

Cleaning in health offices and any rooms where medical procedures are performed or where ill students are assessed will continue with between use cleaning.

Air Quality Control: Continue all actions in Stage 2.

Contact Control: Continue all Stage 2 actions.

Screening: Students & staff will self-report to the health office for signs of illness. Staff to monitor all students for signs of illness and refer them for evaluation in the health office. Health office staff will evaluate students for illness according to national, state, and local guidelines.

Hygiene: Same as Stage 2.



Target 1: Health, Safety, and Basic Needs (STAGE 3)

Response to Illness Detection

Identification of high-risk staff and students: Continue all actions in Stage 2.

Health Monitoring Room(s): Continue all actions in Stage 2.

Developing Process & Protocols for Reporting: Continue all actions in Stage 2.

Developing Process & Protocols for Re-entry: Continue all actions in Stage 2.

Contain/Minimize Outbreaks: Same as Stage 2.

Screening: Passive screening as described in Stage 2. Reports of student Covid-19 diagnosis or exposure would be the same as Stage 2.



Target 1: Health, Safety, and Basic Needs (STAGE 3)

Personal Protective Equipment (PPE)

Masks/Face Coverings: Follow CDC, State, and OCHCA guidelines at the time. PPE for medical procedures will be the same as stage 2.

Other PPE: Same as Stage 2.

Target 2: Flexible & Innovative Design



Target 2: Flexible & Innovative Design (STAGE 3)

Spaces: Classrooms

Social Distancing: Same as Stage 2.

Movement: Same as Stage 2.

Equipment Needed: Continue with all actions in Stage 2.

Supplies: Continue with stage 2 support.

Sanitizing Supplies: Continue with all actions in Stage 2.

Eating in the Classrooms: Return to offering meals in the cafeteria in staggered times.

Training: Continue with all actions in Stage 1. Reinforce good health and safety practices.

Classroom Configurations: Same as Stage 2 with potentially more students who can be accommodated within classrooms.

Minimum expectations in this target area: There must be a plan to return back to Stage 2 if needed. The warehouse must be kept well stocked with Stage 2 supplies just in case.



Target 2: Flexible & Innovative Design (STAGE 3)

Spaces: Outside of the Classroom

Traffic Flow: Continue with all actions in Stage 2.

Entry/Exit: Same as Stage 2.

Flexible Spaces/Common Areas: All students and staff maintain social distance and utilize PPE in common areas. Students can move throughout campus with greater flexibility (playgrounds, gym, lunch area, etc.) Initiate sanitation protocol fixtures and materials in common areas (i.e. library, computer lab) up to 25% capacity.

Bathrooms: Continue with all actions in Stage 2.

Hydration Stations: Continue with all actions in Stage 2.

Buses: Continue with all actions in Stage 2. The transportation department will evaluate current guidelines and needs for this stage.



Target 2: Flexible & Innovative Design (STAGE 3)
Schedules: General Guidelines

Develop schedules that support social distancing: Enter this stage with a 2 to 3 week transition. Continue with all actions in Stage 2, increasing the number of students on campus per CDC guidelines.

Learning Format Options: Maintain innovative learning models with both online and traditional options.

Staffing: Continue with all actions in Stage 2.



Target 2: Flexible & Innovative Design (STAGE 3)
Schedules: Preschool/Elementary

Preschool-TK/K- Grade 5: Adhere to regular instructional minutes provided face-to-face instruction. Online learning can continue if site/district/ parent in agreement.



Target 2: Flexible & Innovative Design (STAGE 3)
Schedules: Secondary

Grade 6-12: Continue with all actions in Stage 2 with increased access to face-to-face learning opportunities. Revert back to normal operating hours with considerations for parents and students requiring full distance learning. Adjust the master schedule to accommodate online learning vs classroom instruction. Restrict large assemblies on campus. Schedules need to consider passing periods.



Target 2: Flexible & Innovative Design (STAGE 3)
Schedules: District Office and Departments

Continue with all actions in Stage 2 with increased access to on-site access.

Target 3: Reimagining Student Learning



Target 3: Reimagining Student Learning (STAGE 3)
Instructional Vision

Shared Vision of Equity and Innovation:

Continue with stage 2 actions. Ensure that innovative practices are carried forward.

SEL embedded Instruction: Continue all actions in Stage 2. Consider the purchase of an SEL curriculum- (depending on program one-time purchase). Teachers should communicate the needs of students experiencing anxiety, trauma, and other SEL needs through the COST team's referral process.

Creativity and Innovation: Continue with all actions in Stage 2. Embed locally created resources into structures to ensure their continued use by having a central location to distribute and making them available to teachers, parents, and students (e.g. a repository of innovative lessons, strategies, support materials).

Flexibility: Continue with all actions in Stage 2. Instruction will gradually return to onsite operations in a safe and coordinated effort. By ensuring curriculum content is available for students on-line access, school sites will have the flexibility to implement Stage 1 or 2. In Stage 3, Performing arts ensembles return across all grade levels. Virtual options will be available if a return to Stage 1 or 2 is required. Once a majority of students return to campus our instructional vision will shift to support in-person innovative academic opportunities for all students. Stage 3 should be a continuation of Stage 2 but allow for more opportunities for in-person interactions. Online learning should continue so school sites are flexible and are able to revert to Stage 1 or 2.

Attendance/ Equity: Once a majority of students physically return to campus attendance will be taken by teachers in AERIES daily. For students who will not be attending school (medically at-risk individuals, parent exemptions, student illness or quarantine blocks etc.) their absences will be noted in AERIES and online materials will be provided through Seesaw, Google Classroom or Canvas. Students who do not have reliable access to the internet will be provided “learning kits” and/or physical instructional materials, devices, and/or physical instructional materials to ensure students can participate on and off site learning.

Curriculum Design: Continue Stage 2 actions. In Stage 3, lessons, activities, projects, and assessments will be administered in person for a majority of students with more face-to-face collaboration and instruction. Students would be able to be transferred into courses or hybrid courses if it is necessary to revert to Stage 1 or 2. There will be increased flexibility for students collaborations (small groups), construction of physical projects (Display boards, science experiments, models etc.) and expanded opportunities for in-person mentorship.

Community Partnerships: Continue recommendations in Stage 2. Students and teachers would have more opportunities to visit partners within the community and get hands-on experience in “real-world” content specific situations.

Itinerant Staff: Itinerant staff such as adaptive physical education, music specialists, speech pathologists, school psychologists, occupational therapists, physical therapists, etc. should be reintegrated into the regular schedule and work with administration and teachers to provide flexible opportunities to address the needs of all students.



Target 3: Reimagining Student Learning (STAGE 3)

Maximum Impact

Streamlined Curriculum: Continue with all actions in Stage 2. Ensure that students are more prepared to use online platforms by using them on a regular basis and teaching students how to use the software explicitly. Utilize and explore online resources and strategies.

Continue purposeful use of technology integrated & connected to current learning. Expanding on Stage 2 , students should be able to take advantage of ensemble or choral music, have the opportunity for college credit bearing dual enrollment high school courses. In Stage 3 students will have the option to attend community college courses on campus/ or participate in a hybrid model of instruction.

Expectations for online: Includes all actions of Stage 2.

Assessments: Sames as Stage 2.

Repository of Resources: Continue Stage 2 recommendations with additional resources available to support in-person or the flipped approach to learning.

Tiered Interventions: COST team will continue to evaluate student data and student work to identify students for MTSS. Interventions would utilize appropriate models of instruction for this Stage.



Target 3: Reimagining Student Learning (STAGE 3)

Instructional Delivery

Shared Vision and Resources: Continue with all actions in Stage 2. Ensure that innovative practices are carried forward as more on-site learning options become available.

Instructional delivery will be targeted, strategic instruction is provided in order to best utilize instructional minutes. Technology is integrated to enhance student learning of content, giving students opportunities to research, collaborate, and create innovative ways to communicate their learning.

Continuing with Stage 2 both synchronous and asynchronous models will still be utilized in situations when teachers or students are unable to attend in-person instruction.

Schools continue to offer programs that support and enhance digital instruction to allow teachers to be able to quickly move between Stages.

Teachers may collaborate with other teachers to develop and record mini lessons that can be used asynchronously for a flipped classroom model if school sites need to implement Stage 1 or Stage 2.

District resource repository continues to be a resource and addresses the stakeholders' needs for easy access to resources, lessons, activities, and professional learning opportunities.

Teachers continue to work collaboratively to support all learners. Continue common planning and release time for collaboration. Continue with flipped classroom models and have hybrid learning platforms continually available for students.

Continue student internship for tech support as stated in Stage 2.

If in-person instruction is not available for students or teachers, continue implementing a hybrid/virtual model to support students. Students will be provided materials (e.g., Learning Kits and/or instructional materials) for students who do not have reliable internet connectivity. Possibly offer live streaming (one-time cost) options of students who are unable to be on campus due to quarantining requirements.

Target 4: Wellness



Target 4: Wellness (STAGE 3)

Site Wellness Team

Site Wellness Team: Continue with all actions in Stage 1 and 2.



Target 4: Wellness (STAGE 3)

Social Emotional Learning

Social Emotional Learning Development: Continue Stage 2 actions. Site/department administrators will align strategies, lessons, etc. to the SEL Framework.



Target 4: Wellness

Childcare/Extended Learning

All Extended Learning programs would return to after school (dismissal to 6:00 pm), and several before school programs. Students previously enrolled during other “stages” will stay in the program through the transition.

Target 5: Professional Learning & Accountability



Target 5: Professional Learning & Accountability (STAGE 3)

Professional Development

Health and Safety Protocols: Continue with stage 2 support.

Basic Technology Training: Continue with stage 2 support.

Innovative Distance Learning Model: Same as Stage 1. Teachers will continue to collaborate with their peers to ensure the needs of all students are met and that students are developing the skills required. Collaboration between general education and Special Education teachers will ensure all students’ needs are being met.

Social-Emotional Learning (SEL): In addition to stage 1 support, SEL models to include on-site groups, peer to peer learning, and coaching.

Professional Development Features, Format, Systems, and Platforms: In addition stage 1 options and components, face-to-face professional learning may include presentations, symposiums, workshops and onsite PD. Set blocks for: instruction, student face-to-face support, parent PD sessions, and professional learning.

Teachers will continue with professional development as articulated in Stage 2. It is recommended that staff would continue to attend learning opportunities throughout the year based on the model of instruction, ideally, weekly. Staff would continue to have access to a repository of professional development activities and resources to use to allow for flexible learning as needed.

Infrastructure Needs: Physical training locations/facilities and substitutes will allow for in person training.

Stakeholder training (families and community): In addition to stage 1 support, in-person training will be utilized more frequently. Wellness Centers provide an engagement option. Health protocols should be followed.



Target 5: Professional Learning & Accountability (STAGE 3)

Expectations & Accountability

Accountability and Expectations - Certificated, Classified and Students:: Maintain stage 1 expectations.

Target 6: Stakeholder Engagement



Target 6: Stakeholder Engagement (STAGE 3) Elicit input from stakeholders

Stakeholder Groups: Same groups as those represented in Stages 1 and 2.

Input from Stakeholders: Same as Stage 2. In-person stakeholder meetings such as coffee with principal, informational meetings, School Site Council may be conducted on site.

Communication Tools: Same as Stage 2.



Target 6: Stakeholder Engagement (STAGE 3) Broad Communication

Ongoing communication: Same as Stage 2. Additional strategies may include limited parent meetings and events as long as health and safety guidelines are maintained. In-person parent education meetings with limited capacity and social distancing as additional options

In-school meetings such as:

- SSC
- ELAC

Schoolwide Policies: Same as Stage 2.

Publicity: Same as Stage 2.



Target 6: Stakeholder Engagement (STAGE 3) Parent Education & Engagement

Family Education and Engagement: Same as Stage 2

ADDRESSING THE NEEDS OF OUR SPECIAL STUDENT POPULATIONS

SAUSD is committed to serve as a conduit between school and home and serves as an advocate for all students and their families in order to guarantee educational equity through this pandemic and beyond. In addition to the targeted strategies outlined below for special student populations and subgroups a plethora of additional supports have been developed for all students and stakeholders. With 89% of SAUSD students experiencing socio-economic hardships, all targets and stages have been designed to address their needs.

SAUSD is dedicated to supporting any and all students, including our special student populations including students with disabilities, English learners, foster youth, and McKinney Vento students as they navigate through a system under crisis due to COVID-19. This plan provides guidance on specialized instruction, possible tiered interventions, language support for students and their parents; and professional development support for teachers and staff.

This section supplements the Santa Ana Unified School District's (SAUSD) plan for re-opening which provides guidance to staff, families, and students and outlines the expectations for continued learning for SAUSD students during all stages of school opening and closures in response to precautions related to the COVID-19 pandemic.

Stage 1

Target 1: Health, Safety, Basic Needs

During Stage 1, ALL students will be provided instruction remotely, student health and well being is a top priority of the district. The District is committed to facilitating the communication between school and home and assisting in bringing needed resources to our households most in need.

Students with Disabilities: SAUSD will follow all California Department of Education (CDE), California Department of Public Health (CDPH), Orange County Health Care Agency, and District guidelines in regard to health, safety, and basic needs for students with disabilities.

English Learners: During Stage 1, EL students will be learning from home, but the healthy well being is still a top priority of the district. In coordination with Health Services, the EL Department is committed to facilitating the communication between school and home and assisting in bringing needed resources to our households most in need.

Foster Youth: Health and wellness checks/phone calls will be provided to ensure students have health and safety information and appropriate technology and supplies to remain safe and engaged.

McKinney-Vento: A checklist of recommendations and strategies for school based-outreach will be provided for contacting McKinney-Vento families to identify health needs and provide resources for health, safety and basic needs. Additional unique supports such as laundry night, food distribution and hygiene kits will be provided..

Target 2: Flexible & Innovative Design

Ensure that teachers have the resources they need to provide effective distance learning for all students including **English Learners, students with disabilities, McKinney-Vento, and foster youth**. Teachers will need to be able to access all required resources remotely including computer/laptop, white board, printer, webcams, and WIFI access to support effective teaching and learning environments. Establish protocols for reasonable teacher access to classrooms with Stage I precautions (social distancing/PPE) so that they can safely access their materials, supplies and all equipment. Provide internet access for homes. Potential strategies include vehicles with internet access through neighborhoods, 5G towers throughout the city or partnerships with internet providers.

- **Virtual Instructional Spaces:** For ALL students virtual classrooms need to be both engaging and vibrant. Vibrant in the sense that the space that the teacher uses to launch his/her lessons should be full of visuals and manipulatives, so students can readily make connections to the content at a more concrete level as opposed to remaining in the abstract domain.

Students with Disabilities: Each site, case manager, and service provider (as appropriate) will collaboratively plan how they will meet the individualized needs of students with disabilities in delivering special education and related services remotely. Case managers and service providers will keep a record of ALL family contact, collaboration/consultation between staff, and services provided to each individual student they serve.

English Learners: The EL Department is committed to providing pedagogical support for teachers in order to meet the instructional needs of EL Students in Core Subjects utilizing SDAIE strategies in a virtual classroom. The EL Department, in collaboration with other departments, will support teachers to develop deeper and more extended lessons that can be delivered in remote or flexible environments. The EL Department is committed to provide the needed instructional and cultural support for teachers to create engaging virtual classrooms and encourage engagement of students learning English with high levels of oral and written interactions and communication, modeling and direct instruction, collaboration, monitoring progress, and socio-emotional support and care..

- **Virtual Instructional Spaces:** Program Specialists from the EL Department can assist in providing research-based ideas on how to get this done in a distance learning model.
- **Schedules:** In Stage 1, schools must engage the EL students virtually and ensure that they can access the learning online. For emerging English Learner students, strive to provide ample opportunities to develop their oral language in English while promoting the preservation of their primary language. Equity must be the lens used for planning, executing, and monitoring distance learning.

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

Teachers should implement best practices during synchronous and asynchronous environments to support student access to content. Modeling tasks, using gestures, visuals and differentiated function sentence frames should be considered during lesson design and delivery. Teachers should consider using digital choice boards that align with the UDL Framework during asynchronous instruction.

Foster Youth: Communicate with foster and kinship families to ensure they have adequate access to WIFI and equipment such as Chromebooks or other technology. District Foster Liaison will assist with providing essential technology needs and school supplies for long-distance learning as well as monitor participation and engagement, collaborate with teachers to ensure student success. Contact information for District Foster Liaison, resources, and school supplies available through the District and Social Services will be shared with teachers and students. Enrollment processes will ensure students are prioritized for appropriate placement in educational programs. The Senior Outreach Program which monitors credits and graduation will begin. Participation and engagement will also be monitored to collaborate with teachers as well as school counselors to ensure student success.

McKinney-Vento: Contact information for McKinney-Vento District Liaison to facilitate, collaborate, link and respond to the academic needs for students experiencing homelessness. Contact information for McKinney-Vento District Liaison to facilitate, collaborate, link and respond to the academic needs for students experiencing homelessness. Participation and engagement will be monitored to assist and support McKinney-vento students to ensure they have adequate access to Wifi, graphic calculators, equipment such as Chromebooks or other technology. Also, collaborating with shelter and motel managers to ensure all safety needs are being met, coordinate support and develop appropriate responses.

Target 3: Reimagining Student Learning

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

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

English Learners:

- **Instructional Vision:** Teachers will receive the necessary guidance, monitoring, and professional learning in order to fully engage the English learner in their virtual classroom from the EL Department and others. Students with limited English should be provided opportunities to continue to develop their primary language while they develop their BICS and their CALPS.
- **Maximized Impact:** During Stage 1, the teacher must ensure that all English learners are engaged during synchronous or asynchronous sessions, in dialogue either with the teacher or in small groups during virtual breakout rooms found on the platforms. Teachers must focus on developing the social skills and the etiquette needed to effectively run a distance learning classroom. The EL Department will work with the professional development department to provide teachers with effective SDAIE strategies that can be effectively implemented into their lessons.

SAUSD will ensure equity of access for English learners by establishing daily instructional minutes for designated ELD instruction, providing scaffolds to support English learners access to content learning in all curricular areas and ensuring students have the appropriate tools needed to engage in the curriculum, including access to technology, books or assignment packets/learning kits. Differentiation on materials, process, and evaluation should be included throughout each lesson.

Educators recognize that English learners have unique educational needs and require different levels of support depending on their proficiency level in English and the complexity of learning tasks. Educators value English learners prior experiences and literacy knowledge they bring to school in their native language. Primary language and culture is valued in the school setting and could be used to gain access to content and to develop biliteracy. Educators build on experiences, language and cultural assets English learners possess, and provide instructional scaffolds to gain access to 21st century education and attain high levels of English proficiency. In support of this goal, it is understood that academic content learning should integrate language development in the form of designated ELD and integrated ELD.

English learners participating in other Instructional Programs, such as Dual Language Immersion, will receive designated ELD and integrated ELD in addition to literacy development in their native language. Formative feedback is employed to promote student engagement and evaluate learning outcomes. Formative assessment informs instruction and progress towards learning and language goals.

ELs enrolled in Dual language programs strengthen long-term English literacy skills, promote multiculturalism and biliteracy as they become biliterate in Spanish and in English. In accordance to the already established daily percentages of instruction for L1 and L2, students will continue to receive instruction in L1 and L2 during distance learning. Teachers utilize cross-linguistic strategies to identify and teach transferable and non-transferable skills to English learners in dual programs while developing intercultural competence and providing Spanish Language development. As part of their instructional day, ELs in Dual and SEI programs should receive daily protected time for synchronous designated ELD instruction in Stage I, with students grouped homogeneously by English proficiency levels. Teachers at the same site and same grade level are encouraged to team strategically to target language skills. If content area instruction should include the appropriate scaffolds to support content learning and language development.

Use of ELD Standards in tandem with CA CCSS and appropriate instructional language supports will give English learners access to comprehensible input in content areas and develop literacy skills while engaging in content learning. Integrated ELD will scaffold the learning so that English learners have access to the content as they develop language and literacy skills. Integrated ELD is presented synchronously and asynchronously. Teachers should review language demands and the complexity of tasks to determine if substantial, moderate, or light supports are needed. Appropriate linguistic support should engage English learners in content and language learning simultaneously. During integrated ELD, students can be grouped homogeneously or heterogeneously depending on the language needs and content task.

Foster Youth: Contact information for District Foster Liaison, resources, and school supplies available through the District and Social Services will be shared with teachers and students. Expand availability of tutoring for students online.

McKinney-Vento: Contact information for McKinney-Vento District Liaison to facilitate, collaborate, link and respond to the academic needs for students experiencing homelessness will be distributed. Coordination of tutoring services at motels and shelters for online tutoring will be initiated.

Target 4: Wellness

Childcare/Extended Learning: Depending on the Federal, State, and Local guidelines, Extended Learning could repurpose the ASES and 21st CCLC program and funding to provide free academic-enrichment (Childcare) services during a school closure. Full-day services could be available to essential workers. Priority placement will be for homeless and foster youth as well as children of essential workers.

Students with Disabilities: Social-emotional support for students with disabilities will be monitored and addressed through the Continuity of Learning Plan to ensure student needs are being met. Case managers and related service providers (as appropriate) will collaborate with students and/or families to ensure their social emotional well being is addressed during remote learning. Students who received educationally related mental health services (ERMHS) as part of their IEP will continue to receive services remotely. Where appropriate, case managers and/or related service providers will collaborate with any community agency to support overall coordination of social-emotional support.

English Learners: English learners should have access to site level wellness teams or social emotional support, as needed. The district and all district personnel who interact with children must be extra vigilant in seeking out students who are in greatest need of social emotional support and crisis management. Some of our English learner students are also victims of trauma and it is well documented that trauma-induced stress has a strong negative effect on student learning. This trauma must be addressed and the student must be given coping mechanisms to enable the student to engage in academic instruction. One cannot take place without the other.

- **Wellness Team:** SAUSD will take an active role in the form of language support in order to maintain a fluid line of communication with the parents of English learners. In addition, staff will reach out to parents to provide needed resources to maintain the wellness of the English learner and his or her family.

- **Social Emotional Learning:** Lines of communication with the families of English Learners to identify English learners in need of social emotional support will be maintained.

Foster Youth: Foster students will receive information on the Mental Health Helpline, We Care, and other critical hotlines. District Liaison will collaborate with OC Social Services/Probation/community agencies to identify students with additional social-emotional needs and connect students with resources within SAUSD and community. Students will be encouraged to drop-in on the School Social Worker Virtual Drop-ins.

McKinney-Vento: Information on how to strengthen social and emotional development in the classroom will be provided to principals and staff. Resilience building strategies such as positive messaging for families will be shared and posted on the website and sent out via Parent Square. Support groups will be created to meet the needs of our students.

Target 5: Professional Learning & Accountability

Expectations and Accountability: District Liaison will provide a handout to principals to share with all staff which will include information on the McKinney-vento Act, student educational rights and how to identify and better support students experiencing homelessness. McKinney-Vento District Liaison will encourage teachers and staff to join the drop in meetings for additional resources and supports. The McKinney-Vento District Liaison will host virtual drop-in meetings for staff, parents and students. Parent Link/ Parent Square will be used to reach Mckinney-Vento families, share resources and information. The website will have schedules, resources and community services for families experiencing homelessness.

Clear expectations will be communicated to all teachers, related service providers, and site administrators that they must build their capacity to address specific student needs (ie. **English learners, Foster Youth, McKinney Vento, Students with Disabilities, GATE**, etc. and ensure that all students groups receive tiered supports as needed.

Tiered Professional Development (PD) to build teacher and instructional paraprofessional capacity to successfully plan for and deliver a high quality, standards aligned instructional program within all three modalities: Full Distance Learning, Hybrid, and Traditional instructional models. PD on best practices to assess student learning in order to differentiate instruction, address specific student needs (i.e., English learners, students with disabilities, GATE, etc.) and monitor student engagement will promote success for all students.

Students with Disabilities:

- **Professional Development:** In addition to professional development provided to all staff, case managers and related service providers will engage in virtual professional learning opportunities to support the development and implementation of the Continuity of Learning Plan for students with disabilities as well as how to deliver special education and related services remotely. Professional development in the area of behavior will be provided, as appropriate, to staff to ensure that the needs of individualized students are met at all stages.
- **Expectations and Accountability:** Case managers must ensure that a Continuity of Learning Plan is developed for each student on their caseload to document services and accommodations that can and are being provided during remote learning. Case managers must continue to hold IEP meetings (annual, triennial, amendment, and parent-requested) remotely, ensure that participant signatures are secured, and obtain parent consent prior to implementation. Case managers and related service providers must also provide special education and related services according to the Continuity of Learning Plan that is developed based on the individualized needs of students.

English Learners:

- **Professional Development:** During anytime the Governor and/or local health officials mandate Stage 1 restrictions, professional learning and professional development play a critical role in providing teachers with the much-needed tool kits and support mechanisms needed to be successful in creating viable and

highly effective virtual classrooms. Professional development as it relates to the development of language, both oral and written, and as it relates to the specific nuances that impact the engagement of English language learners in a distance Learning Classroom. This entails not only instructional strategies but virtual evaluations and classroom management while building strong relationships in the virtual classroom. Online professional development will be provided to teachers throughout the summer and 2020-21 school year. Additional webinars and virtual professional development opportunities will be created by the EL Department and these courses will be added on to the ones that are already in existence. These professional development opportunities will address topics such as: specific designated ELD strategies, academic language development strategies, SDAIE strategies, vocabulary development, use of primary language in the instructional day, and writing for English learners, evaluation of the learning process, for example.

Foster Youth:

- **Expectations and Accountability:** District Foster Liaison will email information to principals and teachers with foster/kinship students in their classrooms to increase awareness of the student's potential challenges and strengths. Contact information for DFL, resources, and school supplies available through the District as well as Social Services for teachers and students will also be shared. District Foster Liaison will coordinate virtual meetings for current and recent foster families and guardians with kinship care. Meetings will provide opportunity for students and guardians to share concerns, needs and receive resources. DFL will also host an online virtual drop-in meeting for students to facilitate a focus group and hear the voice of the students. Parentlink/ Parent Square will also be utilized to send out information and critical updates. Increased tutoring opportunities for teachers to support students' academic needs will be provided.

McKinney-Vento:

- **Professional Development:** School personnel will be trained to identify families that meet criteria for McKinney-Vento program. MV designees at each school site will be critical in the identification of families whose circumstances have changed as a result of COVID-19. Communication will be provided to families to ensure that they are aware of the resources available and how to access additional support as well as a list of free tutoring for students in motel and shelters and extended tutoring opportunities on site for doubled up.

Target 6: Stakeholder Engagement



Target 6: Stakeholder Engagement (STAGE 1)

Elicit input from stakeholders

All Special Student Populations: Teaching and Learning, Support Services, Special Education/SELPA, Family and Community Engagement, Research and Evaluation, English Learner Programs, Public Relations, and the Communications departments will work collaboratively take a supportive role in reaching out to all of its stakeholders in English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC), and District Advisory Committee (DAC) in order to provide valuable input to the process.

- **Broad Communication:** SAUSD is committed to communicating of expectations to ALL students and their families through our ability to translate verbal or written communication with students and their families. In order to advertise and promote information regarding guidelines for ALL students at our 55 school sites we can and will use the following platforms and collaborations:
 - SAUSD Website - Communications Office
 - Channel 31 - Communications Office
 - Facebook - Schools and Communications Office
 - Instagram - Department, Schools, and Communications Office
 - Twitter - Departments, Schools, and Communications Office
 - Title I/ELD Meetings - EL Programs

- Migrant Education- PAC Meetings - EL Programs/Migrant Ed.
- DAC/DELAC Meetings - EL Programs
- CAC - Special Education/SELPA
- ParentLink/ Parent Square Phone - Communications Office
- Parent Square - Communications Office/All SAUSD Departments/School Sites
- Family and Community Engagement (FACE) - Community Relations
- Videos/fliers that can be shared on school site web pages

- **Parent Education and Engagement:** SAUSD is increasing efforts to provide workshops, webinars, and other means of communication in order to build the knowledge base of our parents with regards to health and safety protocols during the pandemic, Phases assigned to contain it, distance learning, behavioral support, social-emotional support, English language development and specialized instruction.

Foster Youth: Continue with current practices in the identification of foster youth students, which includes: checking CALPADS Reports 5.7 & 5.9 for current and former foster youth students, coding as foster youth in AERIES, and receiving notifications from Foster Youth Services Coordinating Program. Continue to provide immediate enrollment to foster youth students. Provide clear online and phone supported enrollment processes. For families who may have challenges completing the process online, provide alternative processes and support. Parent-teacher conferences will be coordinated online to discuss student progress, challenges and strengths.

McKinney-Vento: School personnel will be trained to identify families that meet criteria for McKinney-Vento program. The McKinney-Vento District Liaison will host virtual drop-in meetings for staff, parents and students. Parent Square will be used to reach McKinney-Vento families, share resources and information. The website will have schedules, resources and community services for families experiencing homelessness. Teachers will be encouraged to schedule online conferences or phone calls depending on the means of communication that better fit the families, and understand unique educational challenges and strengths. Provide clear online and phone supported enrollment processes. For those families who have challenges to completing the process online, provide alternative processes and support. Parent-teacher conferences will be coordinated online to discuss student progress, challenges and strengths. Teachers will be encouraged to schedule online conferences or phone calls depending on the means of communication that better fit the families, and understand unique educational challenges and strengths.

Stages 2 and 3

Target 1: Health, Safety, Basic Needs

Students with Disabilities: SAUSD will follow all California Department of Education (CDE), California Department of Public Health (CDPH), Orange County Health Care Agency, and District guidelines in regard to health, safety, and basic needs for students with disabilities. Pertinent health and safety protocols will be provided to personnel supporting individual students with disabilities requiring medical procedures, toileting, lifting, and mobility assistance to ensure that the needs of each student requiring these procedures are met whenever these services are allowed by State and local health orders. The Special Education/SELPA division staff in collaboration with Health Services department staff will provide detailed guidance to school sites in order to assist with specific health and safety needs and ensure smooth transition among Stages ordered by State and/or local public health officials.

All students, staff, and parents/guardians will be required to comply with current health and safety orders in Stages 2 and 3, including for example, currently wearing face coverings and ensuring their child does as well unless exempted. Current exemptions, which may change, include children less than 2 years old, as well as anyone with difficulty breathing, a sensitivity to wearing the mask (i.e., sensory concerns), or the inability to remove the masks themselves will not be required to wear one. Students with health or behavioral concerns will not be required to wear a mask if doing so would aggravate their condition or if a student could not tolerate a mask. Clear face shields or other substitutes for required protective equipment will be provided for specific populations based on individualized need in order to access their education.

English Learners: Health and wellbeing continue to be a top priority of the district. In coordination with Health Services, the EL Department is committed to facilitating the communication between school and home and assisting in bringing needed resources to our families most in need.

Foster Youth: Continue with Stage 1 actions, connect and outreach to students attending school to ensure all safety needs are being met. In addition to actions taken in Stage 1, Stages 2 and 3, health and wellness checks/phone calls will be provided to ensure students have health and safety information and appropriate technology and supplies to remain safe and engaged for in-person learning and/or distance learning if preferred.

McKinney-Vento: In addition to continued Stage 1 actions, connect and outreach to students attending school while collaborating with shelter and motel families to ensure all safety needs are being met, coordinate support and develop appropriate responses. Staff will connect and reach out to students attending school while collaborating to ensure all safety needs are being met, coordinate support and develop appropriate responses. Additional unique supports such as uniforms and undergarments will be provided when needed.

In Stage 3, SAUSD will also provide information and resources for school principals and staff to ensure students have appropriate resources such as technology and supplies to remain safe and engaged for in-person learning and/or distance learning if preferred.

Target 2: Flexible & Innovative Design

Virtual Instructional Spaces: For ALL students virtual classrooms need to be both engaging and vibrant. Vibrant in the sense that the space that the teacher uses to launch his/her lessons should be full of visuals and manipulatives, so students can readily make connections to the content at a more concrete level as opposed to remaining in the abstract domain.

Students with Disabilities: In Stages 2 and 3, each site, case manager, and service provider (as appropriate) will collaboratively plan how they will meet the individualized needs of students with disabilities in delivering special education and related services remotely and in school (as appropriate). Case managers and related service providers will work collaboratively with all teachers and providers to develop a schedule for providing special education and related services and assist in transition and success during blended learning available during Stages that allow for partial in person attendance. Case managers and related service providers will keep a record of ALL family contact, collaboration/consultation between staff, and services provided to each individual student they serve.

English Learners:

- **Classroom Spaces:** Program Specialists from the EL Department can assist in providing research-based ideas on how to get this done in a distance learning model.
- **Schedules:** In Stage 2 and 3 schools must continue to engage the EL students virtually and ensure that they can access the learning online. For emerging English Learner students, we provide ample opportunities to develop their oral language in English while promoting the preservation of their primary language. Equity must be the lens used for planning, executing, and monitoring distance learning. Both integrated and designated EL instruction and strategies must be embedded in daily lessons. Distance learning lessons should include the use of visuals and graphic organizers to support comprehension and scaffold the learning, have explicit focus on precise, rich academic language development in all curricular areas and include ample opportunities for ELs to engage in oral language. Whenever possible audio instructions, videos, and images should be included to support learners. Teachers should implement best practices during synchronous and asynchronous environments to support student access to content. Modeling tasks, using gestures, visuals and differentiated function sentence frames should be considered during lesson design and delivery. Teachers should consider using digital choice boards that align with the UDL Framework during asynchronous instruction.

Foster Youth: In addition to continued actions in Stage 1, District Foster Liaison will continue to assist with providing essential technology needs and school supplies for distance learning as well as classroom-based learning. Foster Liaison will collaborate with School Counselors and confirm students are in the most appropriate

educational program to work towards graduation. The Senior Outreach Program which monitors credits and graduation will begin. Participation and engagement will also be monitored to collaborate with teachers as well as school counselors to ensure student success.

McKinney-Vento: In addition to continued actions in Stage 1, District McKinney-Vento Liaison will continue to assist with removing barriers to student's education while providing essential technology needs, and school supplies for their unique distance learning as well as classroom-based learning. Participation and engagement will also be monitored to collaborate with teachers as well as school counselors to ensure student success. Coordination of tutoring services at motels and shelters for in person and online tutoring will continue.

In Stage 3, District McKinney-Vento Liaison will continue to assist with removing barriers to student's education by providing essential technology needs and school supplies for distance learning as well as classroom-based, in-person learning. McKinney-Vento Liaison will collaborate with School Counselors to confirm students are in the appropriate program/classes to effectively work towards graduation. Attendance, credits and grades will be monitored to build support for students' success.

Target 3: Reimagining Student Learning

Students with Disabilities: In Stage 2, case managers and related service providers (as appropriate) should ensure that contact is made with all students they provide special education and related services to. Case managers and related service providers (as appropriate) should work collaboratively to develop a Continuity of Learning Plan for each individual student with an Individualized Education Program (IEP). Case managers and related service providers (as appropriate) will work with general education teachers to ensure accommodations and modifications are followed per the Continuity of Learning Plan. Case managers and related service providers (as appropriate) will keep a record of ALL student/family contact, collaboration/consultation, and/or services provided for each individual student they serve, as well as document student progress.

In Stage 3, students with disabilities would return to daily on-campus instruction, as appropriate based on individualized needs. For those students who return to daily on-campus instruction, case managers and related service providers are to ensure that students receive their mandated Individualized Education Program (IEP) services and minutes per the consented IEP. Case managers and related service providers will continue to work with all teachers to ensure accommodations and modifications are followed per the IEP. In all stages case managers, classroom teachers, and school-site teams would closely monitor the data of students with disabilities to ensure they are making progress and growth towards grade level expectations. Progress reports should be provided to parents/guardians as often as progress reports are provided for students without disabilities.

English Learners: EL instruction and strategies are embedded in daily lessons, utilize integrated ELD and designated ELD for language development/ academic vocabulary. Distance learning lessons should include the use of graphic organizers to support comprehension and scaffold the learning, have explicit focus on precise, rich academic language development throughout all curricular areas and include ample opportunities for English learners and other special populations to engage in oral language. Whenever possible audio instructions, videos, and images should be included to support learners. Teachers should implement best practices during synchronous and asynchronous environments to support learners' access to content. Modeling tasks, using gestures, visuals and differentiated function sentence frames should be considered during lesson design and delivery. Teachers should consider fostering student voice and choice by offering digital choice boards (to demonstrate understanding) during asynchronous instruction. Provide newcomer instruction face to face as much as possible to practice language skills.

Site administrators should continue to ensure teachers are implementing appropriate EL support across all content and grade levels. English learners interact in meaningful ways, understand how English works, and learn foundational skills through differentiated lessons using CA CCSS and ELD Standards in the four domains of Listening, Speaking, Reading and Writing. EL instruction and strategies are delivered daily through integrated and designated ELD lessons.

English learners (ELs) may need additional support upon returning to school. ELs should be monitored and assessed (ELPAC scores or utilizing an assessment in the ELD curriculum) to determine English language

proficiency levels. Professional development opportunities should be available to ensure all teachers are equipped to scaffold and support ELs in all content areas.

- **Instructional Vision:** The EL Department will support English learners as they navigate through hybrid learning. Teachers will receive the necessary guidance, monitoring, and professional learning to fully engage ELs in their hybrid classroom. Students with limited English should be provided opportunities to continue to develop their primary language while they develop their BICS and their CALPS. In Stage 3, it is the instructional vision of the EL Department to support English learners as they try to navigate from hybrid learning to face-to-face instruction. Teachers will continue to receive the necessary guidance, monitoring, and professional learning in order to fully engage the English learner in their physical classroom. Students with limited English should be provided opportunities to continue to develop their primary language while they develop their BICS and their CALPS.
- **Instructional Delivery for Maximum Impact:** During Stages 2 and 3, the teacher must continue to ensure that all English learners are engaged during synchronous or asynchronous sessions, in dialogue either with the teacher or in small groups during virtual breakout rooms found on the platforms. Teachers must focus on developing the social skills and the etiquette needed to effectively run a distance learning classroom. The EL Department will work with the professional development department to provide teachers with effective SDAIE strategies that can be effectively implemented into their lessons.

Foster Youth: In addition to continued actions in Stage 1, contact information for District Foster Liaison, resources, and school supplies available through the District and Social Services will be shared with teachers and students. Tutoring options will be explored, students in need will be identified and offered tutoring options.

McKinney-Vento: In addition to continued actions in Stage 1, contact information for District McKinney-Vento Liaison, resources, and school supplies available through the District and housing supports based on family/student unique circumstances will be provided to principals and staff. Tutoring options will be expanded.

Target 4: Wellness

Childcare/Extended Learning: Extended Learning is prepared to support free of charge academic-enrichment (childcare) services as well as collaborate with other departments to identify community based childcare services/resources. While each Engage 360 program will need to adapt to the school schedule determined by the administrator, options are provided for a frame of reference. Priority enrollment will go to **Foster Youth, McKinney-Vento, and those with childcare needs.**

Students with Disabilities: In Stages 1 and 2, social-emotional support for students with disabilities will be monitored and addressed through the Continuity of Learning Plan to ensure student needs are being met. Case managers and related service providers (as appropriate) will collaborate with students and/or families to ensure their social emotional well being is addressed during remote learning. Students who received educationally related mental health services (ERMHS) as part of their IEP will continue to receive services remotely. Where appropriate, case managers and/or related service providers will collaborate with any community agency to support overall coordination of social-emotional support. In Stage 3, social-emotional support for students with disabilities will be monitored by case managers in collaboration with school psychologists and/or staff from the Student Support department. Students who received educationally related mental health services (ERMHS) as part of their IEP will continue to receive services. Where appropriate, case managers and/or related service providers will collaborate with any community agency to support overall coordination of social-emotional support. As appropriate, IEP teams should convene and discuss whether special education and related services are needed and/or adjusted in order to address the individualized social-emotional needs of a student.

English Learners: English learners tend to be the least likely to access sight level wellness teams or social emotional support. This has an overall negative impact on the well-being of the student as well as the academic progress of the student. The district and all district personnel interact with children must be extra vigilant in seeking out students who are in greatest need of social emotional support and crisis management. Some of our English learner students are also victims of trauma which also has a strong negative effect on student learning. This trauma must be addressed and the student must be given coping mechanisms in order to later enable the student to engage in academic instruction. One cannot take place without the other.

- **Site Wellness Team:** The EL Department will take an active role in the form of language support in order to maintain a fluid line of communication with the parents of English learners. In addition, staff will reach out to parents to provide needed resources to maintain the wellness of the English learner and his or her family.
- **Social Emotional Learning:** As in Stage 1, the EL Department will serve as a conduit between Support Services staff and the English learner population. Staff will maintain lines of communication with the families of English Learners to identify English learners in need of social emotional support.
- **Child Care/Extended Learning:** EL Support staff will assist the ASES program with language support in order to maintain open lines of communication. In addition, the EL Department will monitor the participation of EL students in the program and also monitor the access of EL students to all aspects of the program including academic support.

Foster Youth: In addition to continued actions in Stage 1, foster students will receive information on the Mental Health Helpline, We Care, and other critical hotlines. District Liaison will collaborate with OC Social Services to identify students with additional social-emotional needs and connect students with resources. Students will be encouraged to drop-in on the School Social Worker Virtual Drop-ins and/or Virtual meetings hosted by District Foster Liaison (DFL). Students will also receive referrals for counseling with community-based agencies or OC Social Services when needed.

McKinney-Vento: In addition to continued actions in Stage 1, students experiencing homelessness will receive information on the Mental Health Helpline, We Care, and other housing related supports. Resilience building strategies such as positive messaging for families will be shared and posted on the website and sent out via ParentLink/ Parent Square . District Liaison will collaborate with OCDE Hopes Collaborative, Family Solutions Collaborative and 211. Students will be encouraged to drop-in on the School Social Worker Virtual Drop-ins and/or Virtual meetings hosted by McKinney-Vento Liaison. Students will also receive referrals for counseling with community-based agencies or OC Social Services as needed.

Target 5: Professional Learning & Accountability

Expectations and Accountability: Clear expectations will be communicated to all teachers and site administrators that they must build their capacity to address specific student needs (ie **English learners, foster youth, McKinney Vento, students with disabilities, GATE, etc.** and ensure that all students groups receive tiered supports as needed while students are unable to safely attend school during the pandemic.

Students with Disabilities:

- **Professional Development:** In Stage 2 and 3, PD will be provided to staff to address individual health, safety, and individual needs for students with disabilities. Pertinent health and safety protocols will be provided to personnel supporting individual students with disabilities requiring medical procedures, toileting, lifting, and mobility assistance to ensure that the needs of each student requiring these procedures are met. SAUSD will follow all California Department of Education (CDE), California Department of Public Health (CDPH), Orange County Health Care Agency, and District guidelines to address these specific areas of need. Additionally, the Special Education/SELPA division staff, in collaboration with Health Services department staff, will provide detailed guidance to school sites in order to assist with specific health and safety needs.
- **Expectations and Accountability:** In Stages 2, case managers will develop a Continuity of Learning Plan for each student on their caseload to document services and accommodations that can and are being provided during remote learning. Case managers must continue to hold IEP meetings (annual, triennial, amendment, and parent-requested) remotely, ensure that participant signatures are secured, and obtain parent consent prior to implementation. Case managers and related service providers must also provide special education and related services according to the Continuity of Learning Plan that is developed based on the individualized needs of students. In Stage 3, students with disabilities would return to daily on-campus instruction, as appropriate based on individualized needs. For those students who return to daily on-campus instruction, case managers and related service providers are to ensure that students receive their mandated Individualized Education Program (IEP) services and minutes per the consented IEP. Case managers and related service providers will continue to work with all teachers to ensure accommodations and modifications are followed per the IEP. In all stages case managers, classroom

teachers, and school-site teams would closely monitor the data of students with disabilities to ensure they are making progress and growth towards grade level expectations. Progress reports should be provided to parents/guardians as often as progress reports are provided for students without disabilities.

English Learners: During stages 2 and 3, professional learning and professional development are provided to teachers to foster success in creating viable and highly effective virtual and hybrid classrooms. The EL Department will play an integral part of this professional development as it relates to the development of language, both oral and written, and as it relates to the specific nuances that impact the engagement of English language learners in a distance Learning Classroom, including instructional strategies but virtual classroom management and building strong relationships in the virtual classroom. The goal in a hybrid model is to provide high quality instruction (both virtually and in person) and preserve the continuity of instruction along with maintaining high level of engagement of EL students with the core curriculum.

- **Professional Development:** Continue PD offerings from Stage 1. All teachers in general, and teachers who teach designated ELD and dual immersion in particular, will be expected to participate in professional development provided by the EL Department.
- **Expectations and Accountability:** The EL Department will work in tandem with site administrators to hold teachers accountable for implementing the rigorous instructional strategies with English Learners on a daily basis - be it virtually or in person.

Foster Youth: In addition to continued actions in Stage 1, District Foster Liaison will email information to principals and teachers with foster/kinship students in their classrooms. Contact information for District Foster Liaison, resources, and school supplies available through the District and Social Services to support teachers and students will also be shared. In Stage 3, there will be increased tutoring opportunities for teachers to support students' academic needs on site and in person.

McKinney-Vento: In addition to continued actions in Stage 1, McKinney-Vento District Liaison will continue to provide support for principals and staff to determine appropriate resources and supports based on each unique housing situation. School supplies will be available as well as referrals to community partners to meet immediate needs of students. In Stage 3, contact information to access resources, school supplies, and tutoring available to support teachers and students will also be shared. Liaison will encourage teachers and staff to join the drop in meetings for additional resources and support as well as a list of free tutoring for students in motel and shelters and extended tutoring opportunities on targeted sites with high needs.

Target 6: Stakeholder Engagement

See Stage 1