

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Irvine Unified School District	Tammy Blakely Executive Director	tammyblakely@iusd.org 949-936-5079

General Information

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

Since the onset of COVID-19, IUSD has closely monitored the impact of the pandemic, worked with expert agencies, followed guidelines for schools and adapted, as necessary, to support the health and well-being of students and staff, while maintaining our promise to provide academic excellence and equity. As we continue to navigate this unprecedented environment together, our District remains committed to providing the highest quality educational experience we can envision for our more than 36,000 students, 1,700 teachers, 190 administrators, and 1,200 support staff.

As IUSD continues to prepare for the 2020-21 school year, which started on August 20, our planning efforts are aligned to the guidelines issued by the California Department of Public Health, the Orange County Health Care Agency, and the Orange County Department of Education. The Legislature along with state and local agencies and officials recognize that in-person learning, in accordance with all health and safety guidelines, supports the academic, nutritional, social, physical, and mental health needs of students - needs that for some families cannot be met through online learning. For families who do not feel comfortable with in-person learning, the District has launched a 100 percent online academic option. This flexible approach supports IUSD in meeting the diverse needs of our more than 36,000 students and their families while attending to the staff members who support needs of 42 school sites. The District has determined three learning models for the upcoming 2020-2021 school year, two of which include in-person, classroom-based instruction:

Traditional - Students receive instruction on-campus, in-person 5 days a week to the greatest extent possible.

Blended/Hybrid Learning - Students receive instruction through a combination of on-campus, in-person lessons and online distance learning each week.

Distance Learning Only - Students receive instruction via online distance learning only.

All IUSD students and families have been provided the opportunity to select from academic models available at each grade level, including students in all subgroups identified below:

Low Income

English Learners

Stakeholder Engagement

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

In response to planning for the 2020-21 school year, in this COVID-19 era, IUSD convened a 50-person Task Force of administrators, parents, students, staff, and employee group leaders. The Task Force provided their input in the areas of: Teaching and Learning, Health and Safety, Staff and Student Support Systems, Communication and Engagement, and Operations and Budget. In the span of three months, IUSD surveyed parents, students and staff to understand stakeholder needs and obtain their feedback, which helped to develop the Learning Continuity and Attendance Plan. Before the 2019-20 school year ended, parents, students and staff were asked for their feedback on the District Emergency Distance Learning program. That input, coupled with the work by the Task Force, informed our Academic Models. These Academic Models were proposed to families and staff twice, to gather their feedback. To stay connected to families with limited or no internet, IUSD issued internet hotspots and connected other families to affordable internet options. In addition, site staff initiated phone communication to families who had not responded to surveys or emails to elicit their preference for specific Academic Models. To support families who speak languages other than English, District communications were translated into Arabic, Farsi, Japanese, Korean, Mandarin and Spanish through District Community Liaison Specialists. These District Community Liaison Specialists are available to help families with translations as needed.

IUSD continues its outreach efforts and engagement activities to ensure the inclusion of all stakeholders in the advisory process on programs and services in the District. These include, but are not limited to:

- 1) District communication, surveys, webinars, and community pages translated in multiple languages
- 2) Direct communication with parents and families in multiple languages, providing technology support and clarification of expectations for student participation in each academic learning model
- 3) Assistance with access to technology hardware, connectivity devices, such as hotspots, and the internet for online learning and communication platforms
- 4) Easily translatable directions for the completion of course work, assigned tasks, and school/home communication through translation applications
- 5) Advisory committees with a make-up of student, staff, and parent representatives

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

Irvine Unified School District (IUSD) Board Meetings, which include public hearings, are broadcast live for Irvine residents on Cox Channel 39 and live-streamed on the IUSD website at iusd.org/boardmeetings. Following a Board Meeting, video recording of the meeting is available for on-demand viewing from the District website. Members of the public are invited to provide public comment at the Board Meeting by accessing a Request to Address the Board online form, by emailing their comments to info@iusd.org, or calling 949-936-5000 to provide their comments over the phone if they have limited internet access. Public comments received are read aloud during the meeting by a staff member as designated by the agenda.

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

To evaluate the effectiveness of distance learning and solicit stakeholder feedback and needs for the 2020-21 school year, IUSD surveyed parents and staff to assess their perceptions of instructional quality in distance learning, input into desired academic models, and to verify the level of access each family has to equipment and internet access. Survey results of IUSD parents and staff indicated the importance of having different academic models to choose from. In the most recent family survey, 90% of elementary parents agreed that allowing families to select from any of the three academic models is ideal. Overall, approximately 15% of IUSD families selected traditional in-person, 44% Hybrid/Blended, and 38% Virtual Learning models. Additionally, 94% of IUSD families report having access to the internet. Feedback from advisory groups highlighted two concentrated areas of concern for students returning to campuses in the different in-person learning models--reducing the student-teacher ratio during in-person instruction and ensuring health and safety practices.

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

Based on specific stakeholder feedback regarding the importance of family choice, the District is set to implement three academic models for the upcoming 2020-2021 school year, two of which include in person, classroom-based instruction:

Traditional - Students receive instruction on-campus, in-person 5 days a week to the greatest extent possible. (Elementary only)

Blended/Hybrid Learning - Students receive instruction through a combination of on-campus, in-person lessons and online distance learning each week.

Distance Learning Only - Students receive instruction via online distance learning only.

In response to parent feedback regarding the student-to-teacher ratio for academic models that include in-person instruction, the District has increased certificated and classified staff beyond our standard staffing allocation to reduce the student-to-teacher ratio. Additionally, the District has planned and scheduled learning environment enhancement projects to create outdoor learning spaces and maximize usable instructional learning spaces on campuses.

In response to stakeholder feedback regarding health and safety practices, the District has allocated resources to support the purchase, availability, and distribution of Personal Protective Equipment (PPE) including student masks, faceshields, and desk safety shields. The District has also purchased sanitizing stations, HEPA air filters, and classroom air purifiers.

To accommodate family preferences for a 100 percent Distance Learning option for IUSD TK-12 students, the District has developed the IUSD Virtual Academy (IVA). Launching the IVA involved purchasing online curriculum and textbooks, allocating classified/certificated/administrative staffing, purchasing Professional Learning licenses, purchasing devices and connectivity, and conducting training and professional development for teachers.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

IUSD recognizes that classroom-based instruction is the ultimate goal in planning for an effective and safe return to school. In-person instruction within a traditional school environment is especially beneficial for those students who may have experienced significant learning loss due to the previous school closures, or have unique learning needs that are best met within the traditional classroom. Additionally, IUSD recognizes that students and families may have unique circumstances that might be best met through the offering of a variety of implementation options. For the coming year, IUSD's Board of Education has approved the following academic models in an effort to meet the diverse needs and requests of our parent, student, and teacher communities:

Elementary Schools (TK-6):

- IUSD Virtual Academy, hybrid, TK/K, and traditional models.

Middle and High Schools (Includes 6-8 grade students at K-8 schools):

- IUSD Virtual Academy, hybrid, and blended program (grades 9-12 only) models.

Special Education:

- Elementary: IUSD Virtual Academy, hybrid and traditional models.
- Secondary: IUSD Virtual Academy, hybrid and blended learning (9-12). Traditional model is only available for Moderate/Severe programming and Autism Specific Programming.
- Pre-K Early Childhood Learning Center and Irvine Adult Transition Program: IUSD Virtual Academy, hybrid, and traditional models.

IUSD also recognizes the requirement to follow guidelines established by the California Department of Public Health (CDPH), the OC Health Care Agency (OCHCA), and OC Department of Education (OCDE), which inform all IUSD planning efforts and the design of traditional and hybrid academic models for the 2020-21 school year. District staff are committed to implementing guidelines approved by the CDPH and the OCHCA including:

Requiring face coverings/masks at all times on campus and in classrooms for all staff, visitors, and students (required for grades 3 and higher, recommended for grades 2 and below) (Face coverings/masks may only be removed when maintaining a physical distance of 6 feet or more, or when drinking, eating, or participating in recess/physical activity.)

Ensuring facility preparation including custodial staffing, training in COVID-19 cleaning procedures, and signage

Implementing cleaning protocols involving all sites being deep cleaned, sanitized and disinfected

Implementing employee Injury and Illness Prevention Protocols (IIPP)

Maintaining cleaning supplies and Personal Protective Equipment (PPE) for student and staff including face coverings, hand sanitizer/wipes, and desk safety shields

Training staff in COVID-19 safety protocols

The traditional instructional model provides daily in-person instruction within a classroom setting for the length of the regular school day. This option is intended for families that desire to enroll students in a full time, in-person instructional model and is highly recommended for all students who have special instructional needs and/or learning losses that are best met within a traditional classroom environment. Safety guidelines and physical distancing recommendations are implemented within this traditional model by utilizing additional spaces, including newly created outdoor learning spaces, and staff throughout each campus to allow each classroom to separate into smaller groups throughout the day.

The hybrid instructional model provides in-person instruction within a classroom setting two days per week with teachers providing online support and interaction for the remaining three days a week. This option is intended for families that desire to enroll students part time, in-person but who may have health or medical concerns that require a more limited in-person exposure. Safety guidelines and physical distancing recommendations are implemented within this hybrid model by separating each classroom into two cohorts that attend on alternating days to minimize exposure to other students or staff during the in-person instructional day. At the secondary level, the hybrid instructional model is the only in-person option offered.

Currently, IUSD cannot implement any classroom-based instructional models due to the recent order by Governor Newsom. His order requires all schools in counties on the state's monitoring list for rising COVID-19 infections to start the school year in a distance learning format. However, IUSD is preparing to implement the above classroom-based instructional models as soon as authorized. Classroom-based instruction is offered at all four levels of our TK-adult continuum (elementary, middle school, high school, and adult education). In addition, IUSD has increased the classroom-based instruction available to our Special Education student population in an effort to better meet the

unique needs of this group and to establish opportunities to provide in-person services and support. Learning loss for all student populations is being addressed through comprehensive professional learning and teacher training which includes the development of pre-assessment tools and instructional response toolkits for all grade levels.

Online Parent Resources:

IUSD Health and Safety Guidelines: <https://iusd.org/2020-21-opening-and-safety-planning/health-and-safety>

IUSD Injury & Illness Prevention Program (IIPP) COVID-19 Addendum: https://iusd.org/sites/default/files/documents/iipp_covid19_-_addendum_-_july_15_2020.pdf

Opening and Planning FAQ: <https://iusd.org/covid-19-resource-page/2020-21-opening-and-planning-faq>

Face Coverings: <https://iusd.org/2020-21-opening-and-safety-planning/face-coverings>

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

What to Expect at School: <https://iusd.org/2020-21-opening-and-safety-planning/what-expect-school>

Student Arrival and Dismissal: <https://iusd.org/2020-21-opening-and-safety-planning/student-arrival-and-dismissal>

2020-21 Academic Models: <https://iusd.org/2020-21-opening-and-safety-planning/2020-21-academic-models>

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

Description	Total Funds	Contributing
Allocation of certificated staff to reduce the ratio of students present within classrooms at any given time	2,200,000	
Allocation of support staff to reduce the ratio of students present within classrooms at any given time	316,100	
Learning Environment Enhancement Projects to increase outdoor/indoor learning environments	1,760,000	

Description	Total Funds	Contributing
Facility Upgrades-Safety-Outdoor PA Expansion	1,200,000	
Facility Upgrades-Safety-Thermal Scanners	250,000	
Purchase Personal Protective Equipment and Sanitizing equipment (student masks, student and teacher face shields, plastic study carrel desk shields)	1,800,000	
Purchase Classroom HEPA Air Purifiers	460,000	
Hybrid Model Professional Learning	96,000	

Distance Learning Program

Continuity of Instruction

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

IUSD recognizes that students and families may have unique circumstances that may be best met through different Academic Models. Although our goal is to return to in-person classroom instruction for the majority of our students, these academic options include robust long term virtual learning and a more temporary distance learning option for those families and students who are not able to attend school in-person due to medical and/or safety concerns. To meet the diverse needs and requests of our parent, student, and teacher communities, IUSD's Board of Education has approved the following academic models for the coming 2020-21 school year:

Elementary Schools (TK-6):

- IUSD Virtual Academy, hybrid, TK/K and traditional models

Middle and High Schools (Includes 6-8 grade students at K-8 schools):

- IUSD Virtual Academy, hybrid, and blended program (grades 9-12 only) models.

Both the IUSD Virtual Academy (IVA) and distance learning will provide rigorous, high quality differentiated instruction from highly trained and qualified IUSD teachers and staff. With the time to plan and learn from our Emergency Distance Learning experience, IUSD can ensure that IVA and Distance Learning will provide tightly structured and standards-aligned lessons, frequent synchronous (live) learning, individualized support, peer-to-peer collaboration, and an infusion of new learning resources. Regardless of the format, IUSD students will receive the rich instruction, support, and connection they need. The IUSD Virtual Academy utilizes the Florida Virtual curriculum as a foundation and IUSD teachers supplement with additional District instructional materials and teacher-created content. In distance learning, the classroom teacher adapts the normal classroom instruction to a virtual environment so that in-person instruction may resume with as little interruption to instruction as possible. Teachers in IUSD's traditional, hybrid and distance learning models will also be able to access the curriculum and resources offered through IVA. Each model will follow the same academic standards and curriculum for each grade level and course. However, similar to traditional models, the pacing and instructional activities may differ across individual classrooms as teachers plan instruction to meet the unique needs of their students. As all curriculum and instruction within IUSD is aligned to identified essential standards in the areas of Language Arts, Mathematics, Science, Social Science, and PE, all students will be working toward the same academic goals and mastery of the same essential standards regardless of the academic model in which they are enrolled. This alignment also allows the District to monitor learning levels through the use of classroom assessments that align to essential standards in addition to district-wide benchmark assessments. In grade level (elementary) or course alike (secondary) Professional Learning Communities, teaching teams engage in routine analysis of student mastery toward these essential standards and plan for intervention and enrichment based on identified student needs. While we do not recommend mid-year changes, we know that, depending on local conditions, some families may feel comfortable returning their children to an in-person model or may decide, instead, that they want to select the IUSD Virtual Academy. On an individual basis, IUSD will work with families to accommodate these requests but will limit all non-urgent requests for transfer to the trimester or semester break as a means to minimize disruption and to preserve continuity of instruction.

IUSD Virtual Academy: <https://iva.iusd.org/>

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

IUSD has surveyed all families about device needs and home internet access. Based on survey responses, the District has developed a check-out process to distribute approximately 12,000 Chromebooks at the start of the 2020-21 school year and has affirmed sufficient inventory to provide a device for each student who needs one. The District has also purchased additional Chromebooks to issue a device to every student in grades TK-8, and to any students who prefer not to bring their own device to school in grades 9-12. To support internet connectivity, the District has connected families with offerings from local cable providers for free and low-cost internet. Additionally, IUSD has purchased connectivity devices, such as hotspots, and will provide for families who do not have internet at home. Finally, the District will

provide support for families, including software support, device checkouts and exchanges, and other assistance through the technology Help Desk and remote support tools.

On-Line Parent Resources:

Distance Learning: <https://iusd.org/emergency-distance-learning-plan>

Support Resources: <https://iusd.org/article/resources-support-distance-learning>

Technology Access: <https://iusd.org/article/student-access-technology>

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

IUSD has developed common expectations for live contact, synchronous instructional minutes (including both live instruction and small group intervention or targeted instruction), and availability of office hours and individualized teacher availability to students and parents. Minimum instructional minutes have been established for each day and within each program as follows:

- Approximately 300 minutes per day for elementary
- Approximately 310 minutes per day for middle school
- Approximately 350 minutes per day for high school

These instructional minutes include the totality of student engagement as measured by certificated teachers (time value of pupil work) and includes live contact, synchronous instruction, and asynchronous instructional activities. As the principal learning leader within a school site, site administrators will monitor instruction within in-person, distance learning, and virtual academy classrooms to ensure that minimum expectations are being met and that the quality of instruction remains high. To assess pupil participation, the District has developed an attendance monitoring system and report for teachers to track and record daily student attendance, either through live interaction with teachers during in-person, distance learning, virtual academy classrooms, or through the completion of assigned work and asynchronous interaction. To assess student progress and monitor learning, the District will use methods of grading including communication via progress reports, regular report cards, and maintenance of grade books in all academic models offered. Parents and students may continue to monitor their own progress and mastery of learning by accessing current academic records through the use of MyIUSD.org parent portal available to all students regardless of the academic model in which they are enrolled.

In addition to following the general education guidance and expectations, Special Education service providers will be monitoring and reporting progress on IEP goals. Students identified as GATE will be clustered into groups of 6 or more in all models of instruction (hybrid, traditional or virtual). Differentiated curriculum will be provided for all GATE and high achieving students to delve deeper into grade level concepts and access open-ended learning opportunities that provide complex, rich and novel experiences to extend their learning.

Distance Learning Professional Development

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

IUSD has developed training specifically to support effective learning and promote student engagement in a virtual environment for both the IUSD Virtual Academy and distance learning for the in-person models. The training includes a focus on strategies to build and maintain relationships with and between students, tools to support live interaction and peer collaboration, and methods for delivering direct instruction in a virtual environment. This training is part of our Compass professional learning platform and is available to all teachers on-demand to support learning needs whenever and wherever they arise. Course templates have been developed and provided to teachers within Canvas, IUSD's learning management system, in an effort to ensure that all courses are embedded with the tools and resources needed to support highly interactive and engaging distance learning for the Virtual Academy, distance learning, and within the distance learning days for the hybrid model. These course templates ensure that virtual IUSD instruction is provided on a consistent, easy to access, platform for all students and families. Providing teachers with a fully-developed course template also reduces time required to create individual Canvas courses so that teachers may spend more time on instructional refinement and student engagement.

For technology support, District staff have been and will continue to work closely together to provide multiple professional learning opportunities and resources. On-demand training, resource guides, and HelpDesk support will be available for all staff. Topics will include but are not limited to:

- Canvas set up and best practices
- Video conferencing etiquette and guidance
- Distance learning foundational best practices
- Teacher-student relationship building from a distance using EdTech tools

IUSD EducationTechnology (EdTech) staff will be building capacity in our EdTech Mentors from across the district and will be leveraging these teachers to offer individual support as needed by the school site. EdTech Mentors will be intentionally trained and assigned to particular grade levels/content areas to provide the most targeted support. Our EdTech TOSAs will be available for a “train the trainer” model of support with our EdTech Mentors as well as live webinars and focused training sessions for larger groups.

Staff Roles and Responsibilities

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

IUSD staff are being provided with professional learning prior to the beginning of the school year to discuss mental health and wellness for all students, specifically addressing past and anticipated future issues arising during distance learning. During the first six (6) weeks of instruction within IUSD, staff will use advanced social-emotional wellness screenings and academic recovery assessments to gauge student psycho-social stability and learning loss due to COVID-19. These universal assessments will allow staff to identify any deficits in psychological/emotional wellness and/or evidence of academic regression. This will inform any necessary intervention to return the student to a state of emotional well-being and to support academic progress. Teachers will begin academic assessments in the third or fourth week

upon return to identify specific learning loss by content and grade level. Once identified, teachers will offer remediation and targeted support to return learning to grade-level standard.

While schools remain closed to in-person instruction due to a health order, certificated staff will perform regular duties online in a remote context for distance learning. Once the health order has been lifted, staff will perform regular duties in an online virtual academy, and for in-person instruction, traditional and hybrid models. All classified instructional staff will complete duties as described above for certificated staff. Non-instructional staff work remotely and in-person depending upon job duties.

If an employee can't be accommodated with a remote assignment, they will have other accommodations available to them, under the Americans with Disabilities (ADA) if necessary, including access to leaves.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

IUSD continues to ensure equitable and accessible learning opportunities for English Learners, students with exceptional needs, Foster/Homeless youth, and low income students who require additional support through structured language instruction, intervention programs, scaffolds, language supports, easily translatable directions using translation applications, and embedded differentiation within adopted materials. As needed, the District will provide additional supports during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs, foster youth, and pupils who are experiencing homelessness in the following manner:

Paraprofessionals will be assigned to classrooms, courses and student cohorts to provide supplemental instructional support in a co-teaching model for English Learners. Professional learning opportunities for bilingual staff will focus on the strategies needed to assist students in the classroom as well as developing the skills needed to provide all levels of support for both parents and students.

For students with exceptional needs, in addition to the grade level curriculums, the District will use a variety of online programming that is appropriate to the student's academic and functional needs. Additionally, students will have the opportunity to access their related services in a variety of modalities including in-person, through teletherapy, or a combination of the two, as allowed per State and County guidelines. Instructional assistants will also be used to support distance learning instruction and individual supports for students as required by a student's IEP.

For students with needs identified in Section 504, the District will review existing accommodations and examine how their specific impairment may impact their ability to recoup academic regression or impact social/emotional wellness, peer, and adult interactions, ability to focus in class, and/or complete assignments. For students participating in virtual learning, the teacher and case carrier will ensure the student is receiving equal access to all components of virtual learning and determine what accommodations from the existing plan apply and how the accommodations that don't apply to virtual learning can be adjusted to ensure equal access. For parents who selected full virtual learning as their model, 504 teams will be tasked with designing the 504 plan for student needs in that environment.

Finally, the District will ensure that all Foster/Homeless youth have access to a mobile electronic device and a device for connectivity for use anywhere, anytime. These materials will be available for pick-up at their local neighborhood school and/or delivered to students' residence, wherever that might be. All students will have access to a classroom teacher, a schedule of "live" check-ins with the teacher and peers, and be expected to engage in learning every day in all available learning models.

Special Education Resources: <https://iusd.org/covid-19-resource-page/special-education-resources>

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

Description	Total Funds	Contributing
Florida Virtual Academy Curriculum for IUSD Virtual Academy (IVA)	1,000,000	
IVA Textbooks	117,000	
IVA Professional Learning Licenses	12,000	
IVA Administrative/Clerical positions	380,000	
IVA Certificated EL Staff	80,000	Yes
Software to Support Distance Learning	1,450,000	
Professional Learning (Distance Learning 2.0, IVA Training)	224,000	
Devices (chromebooks, laptops, document cameras)	5,130,000	Yes
Connectivity (Hotspots)	93,000	Yes

Description	Total Funds	Contributing
Information Technology (IT) Infrastructure	410,000	
IT Professional Learning	20,000	
IT Support- Stipends	12,000	

Pupil Learning Loss

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

Students will take fall pre-assessments measuring critical core standards from the prior course or grade to measure the status of individual student learning. These pre-assessments will provide teachers with diagnostic information to support them in identifying the specific standards and skills students have and have not yet mastered from 2019-20. Pre-assessments focus on English language arts and mathematics in grades 1-6, and are course-specific in core content areas (English, Math, Science, and History-Social Science) in grades 7-12. After administering pre-assessments in fall 2020, teachers will analyze results and plan targeted instruction and enrichment to support students in mastering critical skills throughout the 2020-21 school year. The primary goal of targeted instruction is to accelerate student learning by filling only the most critical gaps at the moment they are needed so students can access grade level standards.

Special education teachers and related service providers will examine the goal progress of students with IEPs to determine any learning loss that may have occurred during Emergency Distance Learning. Once any learning loss has been identified, school site teams will make a determination of any COVID-19 related services that may be required for each student. Parents will then be notified of any need for COVID-19- related services and the district will work with the parent to determine how the services will be provided.

Teachers will develop and use local formative and summative assessments to measure and monitor academic language skill development, as well as guide the development of effective Tier 1 instruction for English Learners in all content areas. Student progress toward English language skill development is measured on the language proficiency assessment and districtwide universal screeners.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

During the first six (6) weeks of instruction within IUSD, all students will experience advanced social-emotional wellness screening and academic recovery assessments to evaluate psycho-social stability and learning loss due to COVID-19. These universal assessments will allow staff to identify any deficits in psychological/emotional wellness and/or evidence of academic regression. This will inform any necessary intervention to return the student to a state of emotional well-being and support academic progress. Teachers will begin academic assessments in the third or fourth week upon return, to identify specific learning loss by content and grade level. Once identified, teachers will offer remediation and targeted support to return learning to grade-level standard.

To address learning loss and accelerate learning progress, teachers will focus on the standards from last year that are most critical for success in the student's current course or grade. Teachers will make decisions based on evidence of learning to provide instruction that is targeted to student needs and will leverage systems and structures of support that are proven to accelerate student learning. Instruction on critical standards from the prior year will be spiraled throughout the 2020-21 school year, providing targeted instruction for the students that need it 'just in time' so they can access the rigorous content for their current grade or course. To support teams as they engage in this process, PLC teams will have access to Instructional Response Toolkits that include the following resources:

- Pre-assessment to provide information about student mastery of critical prerequisite skills
- Resources to support teams in interpreting results
- Ready-to-go targeted instruction and enrichment resources to support students in closing gaps, as well as considerations for best practices and classroom/school intervention structures

As teachers analyze pre-assessment results, they will develop plans to provide targeted instruction and/or enrichment activities based on the needs of the individual students in their classrooms. These strategies will support students in mastering the prerequisite skills needed to access grade-level content. Site staff will also continue to implement a Multi-Tiered System of Supports (MTSS), reflecting on data throughout the year and implementing targeted instruction and intervention to address the academic, behavioral, and social-emotional needs of all students.

IUSD utilizes supplemental resources and instructional programs that ensure access and equity for English learners, low income and Foster/Homeless youth to all learning opportunities. Materials and supplemental programs provide 1) culturally responsive teaching and inclusive learning strategies, 2) integration of academic language and literacy standards across content areas, 3) targeted skill development, 4) scaffolds for differentiation - content, process, and products, 5) appropriate formative and summative assessments for monitoring/assessing student progress, and 6) parent and family engagement activities that support learning at home.

Special Education teachers and related service providers will examine goal progress of students with IEPs to determine any learning loss that may have occurred during Emergency Distance Learning in 2019-20. Once learning loss has been determined, school site teams will make a determination of services that may be required for each student. Parents will then be notified of any need for related services and the district will work with the parent to determine how the services will be provided.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Teachers will collect evidence of student learning using multiple measures, including checking for student understanding during targeted instruction, student work samples, and performance on classroom and common assessments. IUSD will also continue to use District and state assessments to support identification of district-wide needs. As part of ongoing teacher collaboration, IUSD Professional Learning Communities (grade level teaching teams in elementary and/or course alike teaching teams in secondary) engage in a regular analysis of student mastery toward these essential standards and plan for intervention and enrichment instruction based on identified student needs. Teaching teams will use the pre-assessment initially as students return to school to assess any learning loss and to identify specific skills deficits from the prior year to provide targeted instruction and remediation as needed. After this initial intervention to assist in bridging learning loss that may have resulted from 2019-20, teachers will utilize both formative and summative assessments within their own classrooms to assess student mastery of essential standards. Utilizing a school wide system of support that includes academic as well as behavioral and social emotional, school MTSS teams regularly engage in an analysis of student progress and identify student needs.

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

Description	Total Funds	Contributing
Supplemental 2020 Summer School Support for EL students	8,000	Yes
TK-12 Curriculum and Professional Learning Development	69,000	

Mental Health and Social and Emotional Well-Being

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

The role of District Mental Health Specialists and Elementary Resource Counselors has become essential in IUSD schools, especially during the COVID-19 crisis, during which IUSD students have experienced an increase in disengagement, isolation, and anxiety. In looking forward to school re-entry, the District anticipates an increased need for social-emotional support and mental health services to help stabilize students.

The District will implement a universal preventive approach districtwide to tend to the majority of re-entry needs, while continuing to serve the most intensive students in need of one-to-one counseling. Whether via distance learning, a hybrid model, or within our traditional model, students continue to have access to school counselors, psychologists, and other mental health professionals.

To start the year, teachers, support staff, and administrators received specific training on delivering instruction through a trauma-sensitive approach. This training module was delivered during professional learning scheduled prior to the beginning of the school year. All students will continue to have access to social-emotional learning through their Counselors and mental health staff district-wide. There are learning modules that can be delivered within a distance learning environment, as well as small group and whole class learning experiences that can take place in-person. Teachers have also been provided with newly developed TK-12 lesson plans focused on social-emotional competencies that align with IUSD's recently published social-emotional essential standards. Teachers will have access to a "month-at-a-glance," resource organizer as well as a comprehensive social-emotional "toolkit" of curated resources prior to the start of school. These resources will help support teachers and students during the re-entry phase regarding their need for safety, building relationships, and coping skills. These Social-Emotional Learning (SEL) lessons will help students who might have experienced various degrees of social isolation by helping them increase their self-awareness, help them re-establish connections and a sense of belonging, and develop self-management skills to support their learning. The training and resources provided to administrators and teachers are intended to be proactive and preemptive. This conscientious approach will support the immediate needs of most of our students. These resources all take into account a virtual delivery model, which includes digital file formats, videos, and narrated presentations. Those students in need of more intensive support are able to request or be referred to small-group and/or one-to-one counseling. These can occur both in-person, and through telehealth models. IUSD's Mental Health Specialists and Elementary Resource Counselors debuted a telehealth model during EDL in 2019-20 and will continue to utilize that model in both the distance learning and hybrid options, as needed. Students who attend the IUSD Virtual Academy will access staff and resources from their home school of attendance/enrollment.

Additionally, the District has created an SEL informal assessment to assist teachers and staff in identifying risk factors at the very start of the school year. These risk factors will include: poor virtual or in-person attendance, low motivation and engagements, poor quality of student work, student ability to respond positively to peers and adults, to name a few.

The District recognizes that caseloads of District mental health staff may become taxed and overloaded. To manage this possibility, the District has contracted with a community partner (CareSolace) to provide supplemental mental health services for students.

Mental Health and Wellness Resources: <https://iusd.org/article/mental-health-and-wellness-resources>

Optimistic Households: <https://iusd.org/optimistic-household>

Speak Up, We Care: <https://iusd.org/about/departments/education-services/student-support-services/mental-health-and-wellness/speak-we>

Pupil and Family Engagement and Outreach

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

The District is implementing appropriate attendance tracking and reporting and this is an essential component in assessing pupil progress. When students are participating in hybrid and distance learning models, attendance is tracked and reported based on a variety of factors, including student engagement, student participation, and work completion. A student who does not participate in distance learning on a school day, will be marked "absent" for that day. Participation may include participation in online activities, completion of assignments and assessments, and home/school communication and contact between the teacher and/or students and parents/guardians. School staff will notify parents each day a student is "absent."

For students who are absent three or more days in any given week, re-engagement or reintegration strategies may include school staff notifying parents when students are absent or not participating in distance learning, verification of current contact information, and a referral system that connects student(s) to site support staff, including guidance or mental health staff. Re-engagement strategies may also include site support staff connecting with the family/student to explore barriers, including issues with technology, motivation, mental, and physical health. Site or District support staff may schedule a conference with the teacher and family when appropriate and link the student and family to appropriate resources. If absences continue and students do not respond to re-engagement efforts, site administrators may explore the SARB process for families who are non-responsive or for students who refuse to participate in virtual learning when all other avenues and interventions have been exhausted from a site level. To support families who speak languages other than English, District attendance communications are translated into Arabic, Farsi, Japanese, Korean, Mandarin and Spanish through District Community Liaison Specialists. These District Community Liaison Specialists are available to help families with translations as needed.

Special Education staff and service providers will be monitoring student engagement in academic activities, school attendance, pupil-to-pupil and pupil-to-staff interaction to determine the need to consider counseling or mental health services through a student's IEP. In addition, staff will receive specific professional learning on the possible impact of COVID-19 on the social-emotional well-being of students.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Meals are available to students in all academic models, including students who are eligible for free or reduced-price meals. Students who are enrolled in the traditional academic model will be served meals on campus with appropriate safety protocols in place. Elementary students who are enrolled in the hybrid model will be served meal(s) as they leave for the day. Secondary students who are enrolled in the hybrid model will be served meals on campus the days they attend school with appropriate safety protocols in place and receive meals for the days they are distance learning as they leave campus. Meals for students enrolled in the IUSD Virtual Academy will be available at all school sites in the district. Please note: procedures and protocols may change based on federal, state and local guidelines.

On-Line Parent Resources:

Food Service: <https://iusd.org/article/iusd-meals-and-links-resources-families>

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Supplemental mental health services contracts	180,000	
Mental Health and Social and Emotional Well-Being	Social-Emotional Learning (SEL) Online Curriculum	78,000	
Mental Health and Social and Emotional Well-Being	Professional Development in Trauma-Informed Practices and Social-Emotional Learning (SEL)	30,000	
Pupil Engagement and Outreach	Translation Stipends	1,625	

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.55%	19,724,815

Required Descriptions

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

The District will:

Continue to implement educational programs and purchases that will support positive and safe school learning environments, professional learning communities, and build classroom structures that are safe in this pandemic environment to support learning for English Learners, low income, and Foster/Homeless. Supplemental funding will be allocated to sites and academic models based on the unduplicated student counts to target instruction and intervention for English learners, low income, and Foster/Homeless students.

Support K-12 online learning for reading, general education and Special Education, clustering English learners in mainstream classrooms at their home school or within their selected academic model with appropriate level of support (substantial, moderate, light), integrated and designated English Language Development, and reduced teacher/student ratio allowing for systematic and structured language learning opportunities.

In addition, IUSD will allocate site funds to support intervention programs through stipends for teachers and instruction support staff, which focus on supplemental learners, English learners, low-income, and foster/homeless students. Intervention supports will be considered in the academic model based on the number of English learners, low-income, and foster/homeless students first.

The District will continue to support Foster/Homeless students by allocating funds for academic supports and remediation, supplies, transportation, and access to extracurricular programs and/or activities in each academic model.

Finally, the District will continue to allocate increased funds to sites and programs for support staff such as Elementary Resource Specialists and nursing staff based on the unduplicated student counts to target support for English Learners, low income, and foster/homeless students.

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

The District will continue to dedicate staff to support foster youth, low income and English language learners:

- Provide each elementary site with additional Education Specialist/Instructional Aide time to support intervention and response to instruction.
- Fund part-time facilitator teacher coaches at each school to support the development of Professional Learning Communities to increase instructional effectiveness and student learning.
- Provide release days for site-based Professional Learning Communities to meet as a team to engage in the work of increasing instructional effectiveness and student learning.
- Fund classroom aides at each elementary school site serving unduplicated students.
- Provide Chromebooks and connectivity devices to unduplicated students