

DAC Presentation

September 8, 2020



Message to District Advisory Council (DAC) Members:

*First of all, welcome to the 2020/21 school year and thank you for your volunteerism, interest and support. The presentation that follows would have been provided during the DAC meeting if our schools were open and the ability to meet in person existed. As we are in the school closure period we are asking that you review these slides in advance of our meeting so that you are better able to engage in a conversation about these items as we build our new “LCAP” document known as the **Learning Continuity & Attendance Plan**. Thank you!*

The Instructional Services Team



List of all acronyms within this presentation

- **EL:** English Learner and **ELD:** English Language Development
- **LCAP:** Local Control and Accountability Plan
- **“New” LCAP:** Learning Continuity & Attendance Plan
- **LCFF:** Local Control Funding Formula
- **LEA:** Local Education Agency
- **PL:** Professional Learning
- **SED:** Socio-Economically Disadvantaged
- **SEL:** Social and Emotional Learning
- **SPSA:** School Plan for Student Achievement
- **SWD:** Students with Disabilities
- **TOSA:** Teacher on Special Assignment



Stakeholder Engagement- SUMMARY

- Prior to COVID-19: Ongoing updates and presentations to district councils and committees
- Reopen & Redesign:
 - Guiding Principles
 - Reopen and Redesign Committees
 - Reopen and Redesign Committee Feedback/Input
 - Student D

LCAP PROMPT: *A description of the efforts made to solicit stakeholder feedback including efforts to reach students, families, educators, and other stakeholders who do not have internet or speak languages other than English, and a description of the overall stakeholder process and how the stakeholder engagement was considered before finalizing the Learning Continuity Plan.*



Stakeholder Engagement: Prior to COVID-19 Closures

District staff provided LCAP, [SPSA](#), CA. Dashboard, and General [Update](#) presentations for each stakeholder group as follows:

- District Advisory Council ([DAC](#))
- District English Language Advisory Committee (DELAC)
- GATE District Advisory Committee (GATE-DAC)
- Special Education District Advisory Committee (SEDAC)
- Student District Advisory Committee (SDAC) - initiated during the 2019/20 school year



Stakeholder Engagement: During COVID-19 Closures

Input from stakeholders is the cornerstone of the CVUSD, and in the building of the **Reopen and Redesign (R&R) Plan**. These efforts have included:

- The formation of **R&R Committees** to efficiently share and receive input, feedback, best practices and learned experiences.
- **All R&R Committees shared their findings**, and conclusions with the **Oversight Committee**
- The Oversight Committee created a **comprehensive Reopen and Redesign Plan**
- The plan was presented to the **Board of Education at the Tuesday, June 16, 2020** meeting, and has been **updated regularly** based on:
 - ongoing feedback and
 - continuously changing **CA and Ventura County Department of Public Health regulations and guidelines**.

A description of the efforts made to solicit stakeholder feedback...and a description of the overall stakeholder process...



Stakeholder Engagement: Reopen & Redesign Structure

The six distinct committees include:

- 1. Oversight Committee:** Led by the Superintendent and comprised of parent representation from the District Advisory Councils (including GATE, Special Education and English Learners), our Union leaders, school site and district level staff and School Board Members.
- 2. School Site Council (SSC) Meetings:** Led by School Site Principals and comprised of parents, teachers, principals, and others at each school site. Parents comprise 50% of every elementary SSC, and 25% of every secondary SSC.
- 3. Educator Committee:** Led by Assistant Superintendents, comprised of teachers, District Staff, and Specialized Personnel with unique perspectives related to the learning of all of CVUSD's diverse students.



Stakeholder Engagement: Reopen & Redesign Structure

The six distinct committees include: continued...

- 4. Classified Staff Committee:** Led by Deputy Superintendent, Assistant Superintendent and HR Director, comprised of CVUSD Classified Staff Members from a variety of different departments including: School Sites, Child Nutrition, Technology Services, Childcare, Custodial, Maintenance & Operation and more.
- 5. Site Leadership Committee:** Led by Director of Middle Schools and Director of High Schools, comprised of school site leadership including Principals, Deans, Coordinators and Counselors.
- 6. Student Support Committee:** Led by Assistant Superintendent, comprised of nurses, mental health staff, counselors, school psychologists and more.



Stakeholder Engagement Feedback from Reopen and Resign Committees

Follow the links below for feedback/input from our R&R Committees

[View the input that was received from the Oversight Committee](#)

[View the input that was received from the SSC Meetings](#)

[View the input that was received from the Educator Committee](#)

[View the input that was received from the Classified Staff Committee](#)

[View the input that was received from the Site Leadership Committee](#)

[View the input that was received from the Student Support Committee](#)

LCAP PROMPT: *...description of the overall stakeholder process and how the stakeholder engagement was considered before finalizing the Learning Continuity Plan.*



Stakeholder Engagement

Student DAC (SDAC) - Led by Director of High Schools, comprised of 3-6 student representatives from each high school that represent all student groups.

- Meeting dates addressing Distance Learning: 4/6/20, 5/4/20, 6/1/20
- SDAC General Meeting: 8/10/20
- SDAC Reopen & Redesign Sub Committee Meetings: 8/11/20 & 8/24/20
- SDAC R&R Sub Committee/Educator Committee Meeting: 8/31/20

LCAP PROMPT: *...description of the overall stakeholder process and how the stakeholder engagement was considered before finalizing the Learning Continuity Plan.*



Stakeholder Engagement - Access and Outreach

Chromebook Request Form - [LINK](#)

Internet Access - provided through Student Support Services

Remote Learning Technology Support - [LINK](#)

Access for individuals who speak languages other than English is a priority for the CVUSD. Support through the translation of communications and during meetings has quickly become a common practice within and throughout the District.

LCAP PROMPT: ...A description of the efforts made to solicit stakeholder feedback including efforts to reach students, families, educators, and other stakeholders who do not have internet or speak languages other than English,



Stakeholder Engagement - Action

Changes and alterations as a result of stakeholder input/feedback:

- Clarified terminology of the instructional models, delivery of instruction, and setting
- Adopted a consistent online platform district-wide, ultimately adopted Canvas
- Maintained focus on the health and safety of students, staff and families
- Continued efforts in supporting access and equity for all students and families
- Increased teacher student interaction in meeting socio-emotional needs of students
- Provided families with flexibility and options when selecting an instructional model
- Continued to provide staff & families with consistent communication and training
- Developed a plan that maintains identity with the culture of each student's home school
- Continued to provide and enhanced the delivery of breakfast and lunch to eligible students

LCAP PROMPT: *...description of the overall stakeholder process and how the stakeholder engagement was considered before finalizing the Learning Continuity Plan.*



Social Emotional Learning-SUMMARY

- Addressing the social-emotional and mental health needs of our students is a priority for CVUSD and was a Guiding Principle in our Reopen and Redesign Planning Process
- CVUSD created an SEL Task Force that engaged in collaborative planning for SEL implementation and developed intentional and structured lessons and activities at each grade span.
- Counselors at all grade spans are supporting with the implementation of SEL practices
- On August 17th all Teachers were trained in SEL and trauma informed practices and will receive ongoing training and support throughout the year

LCAP Prompt: *How will the LEA monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any 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.*



Social Emotional Learning

Addressing the social-emotional and mental health needs of our students is a priority for CVUSD and was a Guiding Principle in our Reopen and Redesign Planning Process

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible (healthy) decisions



Why Social Emotional Learning?

- SEL sets a stage of predictability for students in a time where all of life's structures are or have changed
- Structure and predictability restore a sense of normalcy and safety in student lives (and ours too!)
- SEL improves academic outcomes
- SEL improves classroom behavior resulting in increased academic engagement
- SEL is strong investment in the lives of children including decreases in school dropout rates, substance use, teen pregnancy and mental health issues



Social Emotional Learning

- CVUSD established an SEL Task Force comprised of teachers, counselors, administrators, and mental health support staff
- SEL Task Force engaged in collaborative planning for SEL implementation to develop intentional and structured lessons and activities
 - **Elementary**
 - Dedicated time in the schedule for SEL for regular class meetings and check-ins
 - Counselors develop weekly Sanford Harmony SEL lessons that teachers provide students as part of their core instruction.
 - **Middle School**
 - Second Step lessons and activities are taught throughout the week
 - Universal Screener
 - **High School**
 - Wellness counselors will support students individually outside of the core instructional day
 - Universal Screener
- On August 17th all Teachers were trained in SEL and trauma informed practices



Social Emotional Learning Resources

[Social Emotional and Mental Health Resources and Supports Page:](#)



Parent/Guardian
Resources



Grade Span
Specific Resources



Community Mental
Health Resources



CVUSD Wellness
Room

[SEL Parent Webinar](#)

[Support Line](#)



Instruction- SUMMARY

- Continuity of Instruction
 - Live-Virtual vs. Reinforcing
- Access to Full Curriculum
 - Remote, Blended and Existing Alternative Programs
- Instructional Resources & Additional Supports
 - Interventions
 - Academy Program

LCAP PROMPT: *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.*



Instruction

Suggestions for Remote Teaching and Learning Success (Sent by principals August 17)

<https://docs.google.com/document/d/1ZNTIR55qRoBD3oLfn9hKZUXOG1YUvNWf9CJqs7OraTk/edit>

Starting the Year in Remote Teaching & Learning (https://www.conejousd.org/Portals/0/Starting%20the%202020-21%20School%20Year%20in%20Remote%20Teaching%20and%20Learning_FINAL.pdf?ver=2020-08-05-144913-227)

What is Different this year?



Instruction

Based on Stakeholder engagement, Live-Virtual Instruction includes:

- Direct instruction on Zoom for the entire class to participate in small cohorts.
- Small group instruction, engaging students in discussion, checking for understanding, answering student questions, monitoring student progress, and employing other practices utilized in the traditional classroom.
- Teachers will continually monitor student progress and check for understanding during independent work via Zoom. Students may, at the direction of the teacher either log off of Zoom or mute their video with the option of returning to the Zoom session to ask questions, seek guidance, and receive support.



Instruction

Based on Stakeholder engagement, Reinforcing Activities include:

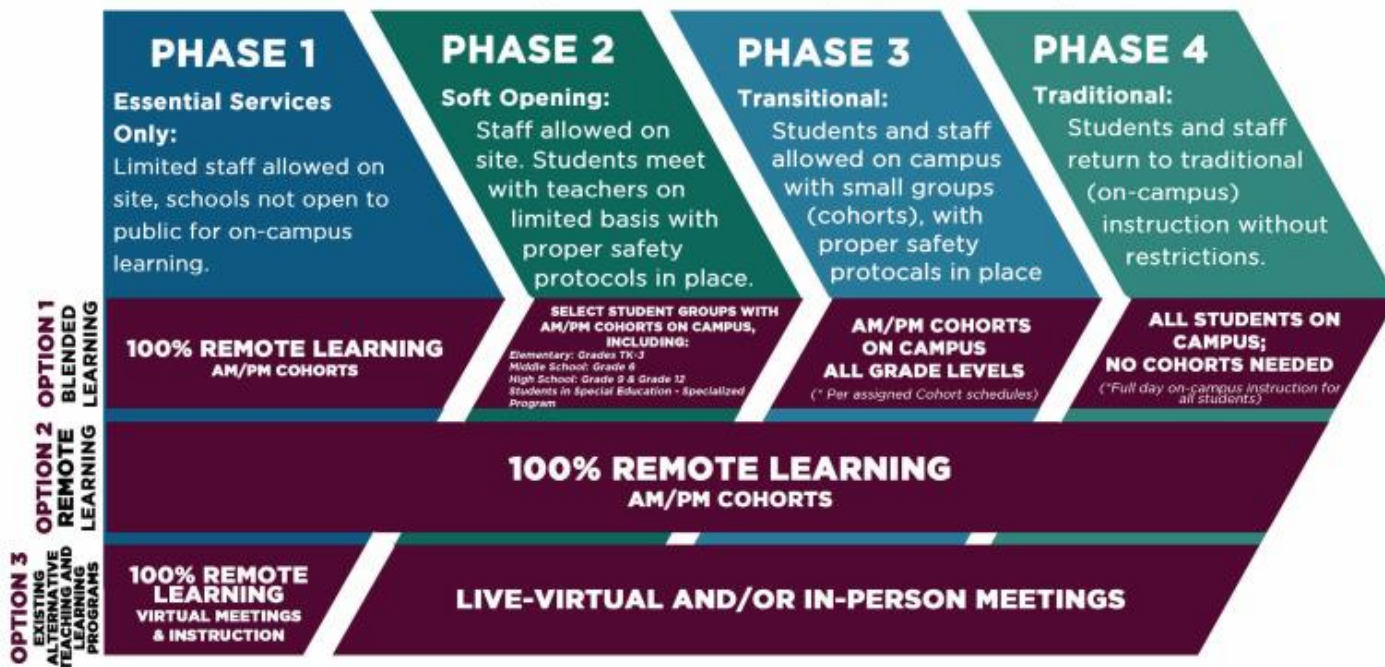
- Assignments or practice to strengthen foundational skills and solidify current learning.
- Asynchronous learning and assignments extending the live-virtual instruction
- Teacher determined assignments that enables students to ask questions and get feedback directly from their teachers while supporting students' focus and organization for that week's classes.
- Approximate time for Daily Reinforcement Activities are :

| | |
|-------------|----------|
| TK-K | 50 min. |
| Grades 1-3 | 100 min |
| Grades 4-12 | 110 min. |



Instruction

Access to Full Curriculum



Instruction

Instructional Resources & Additional Supports

Twilight Academy Program

- Tutoring sessions offered for current classes
- Tutoring sessions offered for bridging future classes
- After school tutoring opportunities for:
 - SPED, EL, General, AP/IB
 - Content Area specific tutoring
- AP Courses offered in the evening

Online Tutor Program

- Academic and Social-Emotional Support for Elementary & Middle School
- High School student volunteers (45 minute sessions)



Technology - SUMMARY

- Supporting schools and teachers in implementing technology effectively during remote learning is a high priority for CVUSD.
- Adoption of multiple technology resources, including a consistent Learning Management System (Canvas), as well as supplemental software
- Ongoing support is being provided via professional learning (teachers and staff), office hours (teachers and staff), HelpDesk (teachers, staff, students, families), and needed hardware is being distributed to both teachers and students as needed

LCAP Prompt: *How will the LEA ensure student access to devices and internet connectivity to ensure they can adequately participate in distance learning? How will the LEA provide professional development and resources to staff to support the distance learning program, including technological support?*



Technology: Support for Teachers and Staff

- During August 5-17, teachers were provided with a variety of professional learning opportunities, both required and voluntary, on instructional technology systems and practices
- On August 17, teachers were provided professional learning on accessibility features and strategies for removing barriers to online learning for students.
- Ongoing support is occurring through “Lunch Time Learning” professional learning and PLC sessions, Office Hours with the Instructional Technology Coordinator and Technology Integration TOSA, the CVUSD Technology HelpDesk, and a dedicated 24-7 helpline to Canvas Support
- Resources are available on the CVUSD website, including a PL hub with professional learning recordings



Technology: Support for Students and Families

- Students can checkout a Chromebook if they need a device for remote learning
- A limited number of hotspots are available for students who do not have internet access at home
- Students who would like to have privacy screens to support their participation in live-virtual instruction, may request one by calling (805) 497-9511 ext 3320
- Technology support is available via the CVUSD Technology Services Hotline, as well as via the online ticket system: [LINK](#)
- The Reopen and Redesign page on the CVUSD website provides valuable resources and tools available to students and families



Technology Resources

Technology-Related Resources on
the [CVUSD Homepage](#)



Classlink &
Canvas Login



Technology
Support



Staff Professional
Learning Hub

CVUSD Staff Login Required

Technology-Related Resources on
the [Reopen and Redesign webpage](#)



canvas

Learning Management System



Addressing Learning Loss - SUMMARY

- Input from students, staff, parents feedback indicated Learning Loss as a top priority.
- Ongoing teacher training and collaboration
- **All Students:**
 - Focus on providing rigorous, grade-level instruction while integrating supports that address learning loss
 - Relationships, social-emotional well being is an ongoing priority
- **Some Students:** Additional programs and teaching opportunities available to students that need extra support
- Diverse learners (e.g. English Learners, Title I Elementary students, Students w/ Disabilities) provided additional summer learning, increased follow-up with families, extra available resources, and opportunities for additional support.

LCAP Prompt: *What actions or strategies can CVUSD use to address learning loss and accelerate learning progress for students?*

Learning Loss: Instructional Overview

- **Background:**
 - Incorporated need to address learning loss through smaller class sizes in remote and blended
 - Collaboration among teachers to identify and address learning, and essential standards
 - Use brief formative assessments (e.g. exit tickets, Zoom polls) to monitor/adjust instruction
- **Social Emotional Learning:**
 - Teachers were trained in SEL and trauma informed practices; Parent workshops
 - Elementary dedicated time to SEL with weekly lessons and reinforcing activities throughout the week
 - Middle school *Second Step* lessons and activities throughout the week
 - Support-line including “request an appointment”
- **Tier 1/Universal**
 - Focus on relationship/community building to create a positive learning environment
 - Spiral review of any identified unfinished standards and skills throughout this year’s grade-level content
- **Tier 2/Evidence-Based**
 - Implement online intervention programs, such as: Lexia, Freckle, Reading Plus, and Achieve 3000
 - Elementary Academic Specialist provide small group instruction
 - High School Academies provide support sessions in ELA, math
 - Differentiate small group instruction and reinforcing activities

Learning Loss: Diverse Learners

- **Title I Elementary Schools**

- Small group, live-virtual instruction
- Achieve 3000 (Grades 3-5) supports reading comprehension
- Waterford, Reading Eggs, or Raz Kids (Grades TK-1) support foundational reading and math skills
- Lexia Core 5 Reading Intervention (Grades 1-5) supports foundational reading skill gaps
- Academic Specialists support and provide small group instruction

- **English Learners:**

- Bilingual staff continues to provide individualized assistance to support student and parent requests
- Ongoing bi-weekly check-ins with bilingual support staff to identify levels of engagement/academic progress
- Bilingual paraprofessionals support the classroom during the live-virtual instruction; targeted groups of students are provided primary language explanation and single/short directions as needed.
- Intervention/enrichment program outside of the live-virtual classroom using programs designed for English Learners & EL instructional strategies
 - Elementary/Middle school; 30 min x 2 times a week before/after school
 - High School; Support Academies/Twilight Classes; 30 min 2-4 x a week

Learning Loss: Diverse Learners

- **Students with Unstable Housing**

- Personal contact with each family to determine and respond to needs, including chromebooks, headphones, hotspots, school supplies, clothing and toiletries
- Early Back Summer Program for grades K-3
- Access to targeted interventions in ELA and math outside of the live-virtual classroom instruction (e.g. Twilight Supports) and through assignments/activities provided during Reinforcement Blocks

- **Students with Disabilities**

- Extension of the school day for students in Specialized Programs: Supported time in general education setting, related services, small group and 1:1 engagement after the Cohort instruction time, Consultation time with parents/families
- Structure and provide paraeducator support during Reinforcement, Assignments, Activities and Practice time to reinforce prior instruction, break down assignments, etc.
- Extended School Year (20 days), Special Education Summer Camp (5 days)
- Twilight supports at High School for math and language arts
- Using various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

DAC Presentation

Learning Continuity & Attendance Plan

Resources:

- CVUSD [Communications](#)
- [Guiding Principles](#)
- [Reopen & Redesign Structure](#)
- [Schedules and Teaching & Learning Models](#)
- Learning Management System - [Canvas](#)
- Frequently Asked Questions ([FAQ](#))



Breakout Topics

1. Stakeholder Engagement - Mr. Lichtl
2. Social Emotional Learning - Mrs. Wilson
3. Instruction - Mr. Mercer
4. Technology - Dr. Suter
5. Learning Loss - Mr. Loo

