Learning Continuity Plan Q&A

How often will there be interaction with parents to ensure children's needs are being met?

Assembly Bill 77 requires daily live interaction for all students. This means that teachers and students will have daily live interaction and instruction, called synchronous learning, and they will also have independent learning opportunities, defined as asynchronous learning.

Distance learning minutes, as defined by AB 77 are as follows:

Kindergarten – 180 minutes

1st through 3rd grades – 230 minutes

4th through 12th grades – 240 minutes

How will we support families with multiple children in the home to access live instruction when there is limited space?

District staff will present parent tips for supporting distance learning in households to ensure support and guidance for different family situations. These tips will be based on parent need and request and will be in the forms of tip sheets and videos.

What is the hybrid model?

When it is safe to resume face-to-face instruction, abiding by the California Department of Public Health guidelines, cohorts of children will be allowed on campus. Cohorts of 14 children can be supported with a maximum of two adults per cohort. A hybrid model may support preschool through 2nd grade aged children and children with special needs while students in 3rd through 6th grades will continue learning in a distance learning model.

How will teachers be held accountable to support all students?

AB 77 language not only requires daily live instruction for children but also requires a daily activity log be kept ensuring children's needs are being met. During distance learning, school administrators will continue virtual classroom observations and feedback as well.

How quickly can we move to distance learning if face to face learning sees a spike in COVID cases?

If hybrid and/or face to face instruction is occurring and a spike in COVID-19 cases in present, school sites will be able to quickly transition to a distance learning model within a day of learning about a rise in cases. Guidance from local Health and Human Services, the California Department of Public Health and State of California will be monitored daily during the COVID-19 pandemic.

Will you be conducting home visits during distance learning?

Guidance from local Health and Human Services, the California Department of Public Health and State of California will be monitored daily during the COVID-19 pandemic and at this time, it is not considered safe to conduct in person home visits with the current infection rate in our communities.

When will schools discuss their instructional plans?

Instructional plans and schedules have been communicated to all families during the week of August 24th, specifically August 26th, 27th, and 28th.

How will teachers take attendance?

Teachers will take attendance through our student information system's reporting interface, just like attendance is taken in a face to face environment.

Can families travel if they can still take part in distance learning?

If families are traveling and are still able to take part in a distance learning model, depending on the time, an independent study contract can be agreed upon with the site principal, similar to a face to face instructional model environment would provide.

What resources are available for families of children who can't attend more than three days a week?

Assembly Bill 77 requires daily live interaction between students and teachers. As a matter of fact, if a child is absent from instruction for three days or more per week, a specific re-engagement plan must be created and completed to support their learning. A concentrated effort between teachers, principals, district social workers, and Family Resource Centers will support each family and child's needs to ensure that attendance and participation are realized if a child is struggling to take part in distance learning.

What is iReady mathematics?

IReady is a technology accelerator that helps educators figure out individual children's needs through a diagnostic assessment and personalizes mathematics instruction through lessons and activities. iReady will support the assessment, instruction, and re-assessment of students in mathematics throughout the school year in any instructional model.

What more can be done for unduplicated students who are directly affected by COVID-19?

The Learning Continuity and Attendance Plan specifically calls out directing resources and support for our unduplicated students, like the Local Control and Accountability Plan. For example, foster youth and children experiencing homelessness have been in constant contact with district social workers throughout the pandemic. Services have been and will continue to be provided to our children in the form of Family Resource Center support for meals, transportation support, and housing needs.

How will we service the needs of special education children?

All schools and service providers will comply with the Individuals with Disabilities Educational Act (IDEA) timelines, IEP (Individualized Education Plans) meetings, and related services to ensure all students have access to their education during the distance learning period. Students with disabilities will receive direct services as indicated on their Individualized Education Program (IEP). Special Education Case Managers and Related Service providers will continue to document the student's current level of

performance throughout distance learning. Documentation of progress monitoring data is necessary to evaluate student progress. It will also be critical information for IEP teams to determine how students are accessing individual services and distance learning.

Is the school district or are school sites able to purchase support materials for families?

Through the Learning Continuity and Attendance Plan, student computers, internet "hotspots," teacher professional development, and teacher computers have been purchased. Individual school site needs can be satisfied through the School Site Council process, allocating funds for specific school, and learning community needs.

How will teachers support reading at a distance?

Teachers will ensure a rigorous educational experience for all children. This is especially important in literacy. Each teacher has access to the 'Distance Learning Playbook' and professional learning around creating rigorous learning experiences for students, including reading instruction.

Will dual language programs still be supported in our district?

CVESD is a shining star when it comes to our dual language programs. Yes, our commitment to supporting dual language has not and will not falter during this distance learning period.

How will we get grade level standards so that we can support our children?

In addition to standards being shared with families by teachers and principals, a robust support website has been created at www.cvesd.org. A banner titled, '2020-21 Distance Learning Resources' has been placed on the front page of the website. Click on this banner and then find and click on 'New Distance Learning Resources' and you will see a folder titled 'Essential Standards' that has standards by grade level to support you.

Will the district be providing childcare for essential workers?

Yes, childcare will be provided for essential workers through the YMCA at district school sites. The planning process for childcare has been completed and childcare will begin at district sites September 8th.

Have teachers been given professional development to teach in a distance learning environment?

Yes, teachers have been engaged in professional learning to support their delivery of instruction through a distance learning model. The 'Distance Learning Playbook' and virtual professional development was offered to teachers prior to the school year starting and follow up sessions have continued throughout the first week of school. Additionally, professional learning experiences have been and continue to be offered for distance learning implementation with Microsoft Teams, Achieve 3000, iReady, and Smarty Ants. An open-ended teacher survey was created to gather daily teacher input about professional learning needs that the district can support.

How will we assess students who may need an IEP and services?

Special education staff will assess the student in person, at the student's school of residence. Please reach out to your child's school site for more information.

What virtual platform will the district be using during distance learning?

The distance learning platform that CVESD is supporting is Microsoft Teams.

Will parents receive support through videos about distance learning and safety?

Yes, our Parent Liaison will be creating short videos to support families with tips and ideas to maximize success during the distance learning period. In addition, tip sheets will be frequently distributed to ensure family needs are met.

Was there teacher input for the Learning Continuity and Attendance Plan?

Teacher input was a valuable contributor to the Learning Continuity and Attendance Plan. A total of four meetings/engagements were conducted to ensure the educator voice was heard with the creation of the Learning Continuity and Attendance Plan. The dates that these engagements occurred were July 28, August 4 and 25, and September 1. In addition to teacher input, our classified union, CVCEO, district administrators, DAC/DELAC committee members, and parent surveys all contributed to the Learning Continuity and Attendance Plan creation.

Where did all the money come from for this Learning Continuity and Attendance Plan?

The Learning Continuity and Attendance Plan's monies are the result of Federal and State learning loss mitigation funds, referred to as the 'CARES (Coronavirus Aid, Relief, and Economic Security) Act' that are specifically designated to support students and staff during the COVID-19 pandemic.