

# 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>.

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## General Information

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

The unprecedented COVID-19 pandemic has affected the entire San Ramon Valley Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

The San Ramon Valley Unified School District (SRVUSD) covers an 18 square mile area, encompassing the communities of Alamo, Blackhawk, Danville, Diablo, and San Ramon (including the Dougherty Valley communities in east San Ramon) as well as a small portion of the cities of Walnut Creek and Pleasanton. The District is comprised of 22 elementary schools, 8 middle schools, 4 comprehensive high schools, and two alternative schools, serving more than 31,911 students in Pre-School and Transitional Kindergarten through Grade 12. Of those 31,911 students, 38.3% are white, 38.8% are Asian, 8.8% are Hispanic or Latino, 3.6% are Filipino, 1.7% are African American, 0.2% are American Indian or Alaska Native, 0.2% are Pacific Islander and 8.3% are two or more races. Our student population includes 5.8% socio-economically disadvantaged students, 4.5% English learners, 9% of students with special needs and 0.1% foster youth. The District employs approximately 4,500 people, hiring 250-300 employees per year. With an annual operating budget of over \$358 million, SRVUSD receives more than \$20 million per year in parent/private donations and approximately \$6.7 million per year from a local parcel tax. The San Ramon Valley Unified School District (SRVUSD) is committed to ensuring that all students learn at high levels in a safe and healthy environment. The SRVUSD LCAP focuses on the 8 state priorities categorized under Conditions for Learning, Pupil Outcomes, and Engagement. Conditions for Learning: Currently, 100% of the SRVUSD teaching staff are teaching within their credentialed subject area.

There are no teacher misalignments for general education students or English Learners. 100% of our students have adequate instructional materials and our facilities have received an exemplary rating over the past three years. Our district has allocated a significant portion of our budget for professional development for teachers to implement the California State Standards, the Next Generation Science Standards and technology integration. We have also allocated a substantial amount to support our English Learner programs at Gale Ranch Middle School, Dougherty Valley High School and all of our elementary sites with English Learners.

As the district has planned to "reopen together" - in the physical and/or virtual space - addressing the learning loss that students experienced during spring and over the summer is a priority. This is especially critical for the student groups experiencing disproportionate impacts from the pandemic.

As SRVUSD returns to school, we are committed to these three fundamental imperatives:

- 1 Safe and robust teaching and learning with access to options
- 2 The necessity of stakeholder engagement in developing a process
- 3 Regular communication with our community

As we return to school we are mindful of these important requisites:

1 Quality instruction and learning models ranging from in-person and small group instruction, to a fully remote learning experience, or a hybrid model of these two

- a. Valuing family choice, between independent study versus traditional school.
- b. Meeting the unique needs of all students including those in special education, those who lack access to technology, or who may not be able to equitably access learning in any way

2 Health and wellness, including social emotional health, and inclusive learning environments

3 Professional development to provide staff with the tools and training necessary to successfully navigate new teaching, learning and working environments

4 Facilities considerations which provide a safe and sanitizing learning environment

5 Operational processes which may allow for students to participate in such activities as lunch, recess, athletics, transportation and field trips while remaining safe

The embedded links, and attached, provide details re-opening.

Weblinks for Re-Opening

<http://srvusd-ca.schoolloop.com/file/1531973258575/1531973264075/7932830023297993498.pdf>

<http://srvusd-ca.schoolloop.com/file/1531973258575/1531973264075/2350194847617012259.pdf>

<http://srvusd-ca.schoolloop.com/file/1531973258575/1531973264075/4875637005557846139.pdf>

## Stakeholder Engagement

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

- SRVUSD efforts to solicit stakeholder feedback to inform the district's 'Re-Opening Together' plan and the Learning Continuity and Attendance Plan began in June and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

As the 2019-20 academic year came to a close, the district administered on line surveys to families, students and staff to gain their feedback on distance learning. These services could be translated to any language and social workers/site administrators were available for support using the Language Line. Overall, responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. The data gained was extremely valuable, especially when considered in combination with the other input received. In addition to surveys, SRVUSD conducted town hall meetings that included the Superintendent, cabinet, Trustees, and members of each department in the district. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Additionally, SRVUSD hosted listening sessions with students and parents, K-12 to listen, answer questions and gather feedback as the re-opening plan was developed. Dedicated sessions were held for each of the following groups:

Students

Community Advisory Committee (CAC)

LPAC committee

Parent Groups

In addition, to our online surveys, town halls and listening sessions, several presentations were made during Open Board Sessions. At the June 23, Board of Education Meeting, staff presented the first draft of recommendations for reopening our schools in Fall 2020. As part of this process, we are soliciting input from all of our stakeholders on this draft. You can find the draft document on our website: [www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether).

We have created this form to give you, our stakeholders, an opportunity to send us your ideas, concerns, etc. without any constraints from surveys or in response to specific questions. We wanted to provide an opportunity for you to tell us what you want us to know. We invite all community members to provide their input by filling out this form. Your input will be recorded and entered as part of our decision making process as we reopen together. We expect a high volume of input in response to this opportunity, so please understand that we will not be able to respond to individual contributions to this form. We do, however, promise that your input is being heard and considered as we plan together for the future in the SRVUSD.

In order to continue regular communication, SRVUSD published Weekly Updates that were sent to all community updates via email and were posted on district websites. All 11 updates can be found at <https://www.srvusd.net/reopeningtogether> and posted below is Weekly Updates # 2 that provides information on gathering stakeholder input.

In this second Reopening Together Weekly Update we want to share information with you about the variety of ways that you will be able to provide input on the reopening of schools for the 2020-21 school year. At the Board of Education meeting, the Board received a presentation that showed the communication plan for this summer and the outline of the District's priorities as we plan for reopening. Please see the presentation to review the complete plan. We want to emphasize that the input of our stakeholders, including staff, parents and students is essential to this process. The Reopening Presentation and all forms and documents referenced in this memo are available on our Reopening Together Webpages. As you think about your contributions, there are relevant constraints from the California Department of Education, as well as from County Departments of Public Health and

County Offices of Education that all school districts in the State of California must consider. SRVUSD is working under the current recommendations from these agencies. We understand these recommendations will change as conditions evolve. At this time, we must maintain proper social distancing for the safety of staff and students. This means that students will be six feet apart with a maximum of 12 in one place. Our classrooms are not big enough to accommodate a full class of students full time and still abide by these parameters. We continue to monitor communications from these agencies and are prepared to adjust plans accordingly.

Website for Reopening Information: [www.srvusd.net/ReopeningTogether](http://www.srvusd.net/ReopeningTogether)

Our proposed timeline is:

Gather community input -> Develop draft plan -> Gather input on plan -> Present plan

We have offered and will continue to offer a variety of opportunities to gather input:

- Interactive Input = Focus Groups
- Parents: Friday, June 12 and Monday, June 29
- Sign Up for June 12
- Sign Up for June 29 beginning on June 24
- Students: Monday, June 15
- Sign Up
- Online Question and Answer Sessions on our YouTube Channel
- June 11, 10 a.m. - 11 a.m.
- Two more sessions later in the summer
- School site specific Question and Answer sessions in August
- Surveys
- Survey #1 (completed): May 29 - June 5
- Results on website: Monday, June 15
- Special Education Survey: June 15-19
- Survey #2 (feedback on draft plan): Jun 24 - 28
- Ongoing Opportunities for Input
- Email: [ReopeningTogether@srvusd.net](mailto:ReopeningTogether@srvusd.net)
- Online Form: <https://tinyurl.com/ReopeningInputForm>
- LCAP stakeholder meetings on August 18, 2020 and September 1, 2020 to gather feedback on the progress of distance learning, supporting mental health for students and staff and technology protocols. These meetings included students parents, Board of Education Trustees and District and Site Administration. Feedback was received on Distance Learning, Reengagement Strategies and Social Emotional and Mental Health Supports for students and staff.

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

Meetings with stakeholders have been held via Google Meet and Zoom, enabling remote participation by members, via internet or phone. Additionally, Board Meetings were streamed on Youtube and public comments could be submitted via email, phone, or in writing.



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

In order to garner feedback from key stakeholders regarding remote learning, we sent surveys to parents, students and teachers. Below we provide the following: a) a link to each survey, b) a link to either all of the responses or the responses organized by domain, and c) a summary of patterns that emerged that we feel are important to highlight.

### PARENT REMOTE LEARNING SURVEY

**Summary:** In the May 29, 2020 SRVUSD community update, SRVUSD asked parents to respond to a survey created by WestEd for the California Department of Education. Moreover, SRVUSD asked WestEd to add two specific SRVUSD questions to gather the parent perspective around specific learning environments and comfort level in sending their children back to a physical school site.

**Survey Responses:** For families with more than one child in SRVUSD, we asked the parents to submit another response if their children had different remote learning experiences. The number of survey responses are: K-5: 4281; 6-8: 2172; and 9-12: 2520. The number of unique family responses cannot be precisely determined; however, to submit a survey the parent clicked on a unique URL for each school. On the question 1 data, what grade is your child in, the elementary, middle, and high school data shows there are responses for other grade levels. This suggests parents were also filling out another survey response for another child. Given that these numbers are low we can assume that the survey has at least 4500 unique family responses - total responses 8973 / 2.

### The Key Indicator Data Table (Results Organized by Domain)

#### Survey Domain

#### SRVUSD Summary

#### Barriers to Remote Learning

The barriers to learning tended to be greater for our elementary students and dropped in middle and high school.

Access to devices, not knowing how to use remote learning software, and access to a quiet, undisturbed working space were common themes with the percentages dropping from elementary to high school.

#### Learning from Home

Question 46 asked parents to rate how successful the remote learning has been for the parent and child with 10 being extremely successful. Elementary scored 5.1, middle scored 4.4, and high scored 4.2.

Adequate teacher instruction was rated higher in elementary (66% strongly agreed or agreed) and dropped significantly into middle (48%) and high school (48%).

## Relationships

Adequate school to parent communication rated higher at elementary (52% strongly agreed or agreed) and dropped in secondary - middle (42%) and high (43%).

## Concerns

9% of our families reported financial concerns and 48% of our middle school families and 39% of our high school families are concerned about being on track for college.

## SRVUSD added QUESTION DATA by GRADE LEVEL

### Parent Survey - SRVUSD-Added Questions

1)What type of learning environment would you like to see in August 2020?

#### ALL GRADE LEVELS

Traditional Schedule: 45.9%

Hybrid Schedule: 39.7%

Learn from Home: 14.4%

2) How comfortable are you in sending your child to a SRVUSD physical school site on the first day of school

#### ALL GRADE LEVELS

Very Comfortable: 27.1%

Comfortable: 38.8%

Not Comfortable: 34.1%

## STUDENT: ELEMENTARY REMOTE LEARNING SURVEY

Summary: In early May each elementary school site sent a letter to parents asking their grade 3-5 child to provide student feedback on their remote learning experience. SRVUSD asked students to respond to a survey created by WestEd for the California Department of Education. The number of students responding to the survey are: grade 3: 537; grade 4: 534; and grade 5: 451

## The Key Indicator Data Table (Results Organized by Domain)

### Survey Domain

#### SRVUSD Summary

#### Routines

Virtually all of the students who responded to this survey had access to 8 hours of sleep even when 63%(3rd), 60%(4th), and 50%(5th) went to bed before 10PM.

Scores reported around physical activity where 81%(3rd), 82%(4th), and 84%(5th) reported 4 days or more of physical activity.

#### Learning from Home

Regarding academic motivation 84%(3rd), 88%(4th), and 88%(5th) reported most of the time or all of time as compared to 42%(3rd), 41%(4th), and 39%(5th) regarding interest in school work.

#### Adult and Peer Relationships

83%(3rd), 82%(4th), and 83%(5th) reported most of the time or all of the time having a caring relationship with school adults.

92%(3rd), 88%(4th), and 85%(5th) reported their parents/guardians were involved in their schooling.

35%(3rd), 44%(4th), and 53%(5th) reported interacting with their peers 4 days or more per week.

4%(3rd), 3%(4th), and 5%(5th) reported some type of cyber bullying.

#### Social and Emotional Health

7%(3rd), 7%(4th), and 8%(5th) reported yes most of the time or yes all of the time feeling sad.

70%(3rd), 66%(4th), and 68%(5th) reported yes most of the time or yes all of the time that they could solve their problems.

#### STUDENT: SECONDARY REMOTE LEARNING SURVEY

Summary: In early May each secondary school site sent an email to their students asking for feedback on their remote learning experience. SRVUSD asked students to respond to a survey created by WestEd for the California Department of Education. The number of students responding to the survey are: grade 6-8: 2923 and grade 9-12: 2292

## The Key Indicator Data Table (Results Organized by Domain)

### Survey Domain

#### SRVUSD Summary

#### Routines

Students in bed before 11 trended downward with 11% of 12th graders in bed before 11PM.

Physical exercise also trended downward (150 minutes of moderate-intensity or 75 minutes of vigorous-intensity ) with 71% of 12th graders meeting this standard.

#### Learning from Home

Academic motivation trended downward where 68% of 6th graders and 41% of 12 graders agree or strongly agree.

Interest in school work trended downward where 36% of 6th graders and 19% of 12th graders agree or strongly agree.

#### Adult and Peer Relationships

Cyberbullying is problematic with 10% of 6th graders and 16% of 9th graders reporting being bullied.

Students saying very much true or pretty much true on having a caring school adult seems low ranging from 59% of 9th graders to 82% of 6th graders and 74% of 12th graders.

#### Social and Emotional Health

The SEL health of our secondary students is worrying.

Students rating sadness, very much true or pretty much true, trended upward from 6th(20%) to 12th(53%). Social emotional distress also trended upwards 6th(20%) to 12th(42%).

Students feeling they can work out their problems (problem solve) remained somewhat flat from 6th to 12th. Students rating very much true or pretty much true ranged from 6th(60%) to 9th(51%).

Our elementary students seem to feel they are better problem solvers regarding SEL issues.

## TEACHER REMOTE LEARNING SURVEY

Summary: In late May the District sent an email to all certificated staff asking them to complete a survey to provide feedback on their remote teaching experience and for suggestions on fall 2020 reopening. Six hundred and thirty two teachers responded. Note: The individual comments were not summarized here but can be read in the “All Responses” document linked below.

All Responses

Survey Domain

SRVUSD Summary

Overall Feedback

54% of certificated staff either disagreed or strongly disagreed that the Remote Learning Phase 2 required too much of teachers.

Teachers indicated that they have a variety of barriers in working from home including childcare (23.4%), lack of quiet workspace (11.3%) and lack of internet/reliable internet (8.9%).

51% of teachers rated remote learning as a 6 or above on a 10 point scale.

Student Engagement

Approximately 62% of teachers either agreed or strongly agreed that students were engaged in the learning.

On average, 38% of teachers did not engage students in any “live teaching” throughout the week.

Approximately 15% of teachers engaged students in “live discussions” 5 days per week.

Use of Technology

Google Classroom, Google Meet and Schoology were the most popular technology tools used among certificated staff.

In terms of online teaching, teachers felt most confident in using technology tools to support students. They felt least confident in knowing how to support struggling students in a remote environment.

The listening session with students (Youth) also yielded some key strands to inform the overall planning process:

- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
  - Mental health, emotional support, and social skills all need to be priorities
  - More structure is needed such as guidelines for managing workload, college applications, and other important processes.
- Counselors

and teachers could support this with one on one meetings and office hours. Access to counselors is important.

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors.
- Student

specific supports are needed.

- Consistency in education is needed - routine virtual experiences. There was lots of variation between classes with some teachers

checking in every day and others completely silent.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- One size does not fit all – students are diverse and need to continue learning in diverse ways – Multi-tiered support needs to continue,

not stop, during distance learning.

- We need to focus on mental health in addition to physical health – these are both part of safety. This needs to be part of training and

staff need support to address this.

- We need to support families who are supporting students at home.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable

students and focus on their needs.

- We may need new types of roles and support for staff because we've never done things like this before. Teachers need to be trained

and highly proficient at delivering distance learning.



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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's various 'Reopening Together' Plans and through direct feedback on the plan itself.

Key takeaways from the parent/caregiver and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

# 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.]

The California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. Any county that does not meet the state's benchmarks is put on the County Monitoring List. When data indicates that it is safe for schools to reopen, SRVUSD will offer in person instruction in a full return or hybrid approach. SRVUSD will continue to offer remote learning opportunities for students and families. Safety, health and cleaning procedures will be heightened to ensure student and staffs can return in a successful, organized and safe manner.

Upon re-entry, SRVUSD will continue to administer interim assessments at specified intervals to measure learning gains, assess persistent gaps, and ensure consistent monitoring districtwide. This data will support the MTSS and RTI support at each school site with tutorial interventions that support students, "by name, by need." Students will receive timely, guaranteed, and specific intervention to guarantee that gaps are closed and student achievement is maximized. Focused communication, parent conference and counseling supports will provide parent/guardian access to student grades and create/implement strategy when parents/guardians are not accessing student grades, especially for students determined to be at greater risk. In addition, social emotional well being of students and staff will be a top priority, with access to Wellness Rooms, connections to social workers and counseling services. K-12 social emotional curriculum and professional development will continue to be provided. For more information, please consult our Reopening Together document, available at <http://srvusd-ca.schoolloop.com/file/1531973258575/1531973264075/2370901621464300704.pdf>

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	1750000	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the main office desks	50000	No

Description	Total Funds	Contributing
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks	520000	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	20000	No
Custodians/Plant Managers: Maintain staffing at sites --- including transportation team members redeployed for enhanced custodial and maintenance assignments --- so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	600000	No

## 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.]

SRVUSD is planning a robust and rigorous remote learning includes a combination of synchronous and asynchronous learning. SRVUSD will meet and/or exceed all required instructional minutes within a bell schedule that provides flexibility for both students and staff. Students will have access to curriculum in remote learning that is substantially similar in quality as in-person delivery. The district's planned remote learning model will allow for deep engagement, instruction and includes breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support. SRVUSD will implement the SeeSaw Learning System for Kindergarten - 2nd grade, and Google Classroom Learning Management System for 3rd-12th grade. These learning management systems will be used for both distance and in-person learning. Our LMS as well as other adaptable learning platforms will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Additionally, SRVUSD will provide many supplemental online resources, Edgenuity, Lexia, FastBridge, Newsela, Go Formative, Zearn and other resources to support a robust and rigorous remote learning experience for students and staff .

Daily, live instruction and interaction was a key area for improvement in the spring implementation of distance learning. During this time, asynchronous learning was the primary model. The SRVUSD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer-to-peer interaction, as much as possible. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During distance learning, SRVUSD will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to view recorded instruction at a later time is critical in meeting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously.

These instructional components are discussed further within the 'Support for Pupils with Unique Needs' section. In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time.

**Synchronous Learning:** Synchronous learning is any type of learning that takes place in real time where a group of students is engaging in learning simultaneously and through live instruction and interaction via Zoom or Google Meet. **Asynchronous Learning:** Asynchronous learning occurs separately and without real-time interaction, where students can work at their own pace and allows for flexibility in scheduling. This independent work can occur through classwork, videos, group work and other options.

## **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.]

As SRVUSD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. This data was collected via collaboration between the SRVUSD Student Services and Technology department using online questioners, administration phone calls and social worker home visits. SRVUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning. With this in mind, SRVUSD provided approximately 11,000 chromebooks and 1500 hotspots to families.

Additional information on Online Learning Help, Logins and Resources can be found at: [https://srvusd-ca.schoolloop.com/pf4/cms2/view\\_page?d=x&group\\_id=1590823350698&vdid=bi20b2yk834bgq](https://srvusd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1590823350698&vdid=bi20b2yk834bgq)

## 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.]

SRVUSD will assess student progress through the implementation of common benchmark assessments and through the use of consistent formative assessment during instruction. SRVUSD meets and/or exceeds the required State instructional minutes and has multiple measures in place to measure participation and time value.

### Pupil Participation

Certificated staff and administration will evaluate and assess student work, completion of assignments and collect metrics on our students daily/weekly progress to ascertain the level of participation and progress. Participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include participation in live synchronous instruction, submission of assignments to the teacher, submission of a Daily Engagement Survey created by the teacher, and other forms of contact/communication with the teacher to be determined by the site and teacher.

Teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day for every period. Documentation of attendance in Infinite Campus is not unique to distance learning and is required when students are attending in person. For remote learning, Seesaw and Google Classroom will provide weekly logs of assignments, participation, and grades which will provide the required data to measure the levels of engagement. This will include verification of participation as well as a record of student assignments and progress.

### Time Value of Work

The time value will be provided through lesson plans and student assignments from each certificated staff. Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

## 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.]

SRVUSD will provide high quality, rigorous professional development to ensure positive, equitable outcomes for all learners. Professional development and resources will be offered within the following strands:

**Social Emotional Learning.** The purpose of this strand is to explore ways to ensure that all students get the social and emotional support they need through connections and relationship building, while providing structure and opportunities to build a positive, trustful connection with the adult (teacher) and others in class and on campus.

**Diversity, Equity and Inclusion.** The purpose of this strand is to design instruction that allows for choice and flexibility while ensuring that all aspects of the curriculum are accessible to all students' specific needs.

**Instructional Time.** The purpose of this strand is to explore ways to use Google Classroom, Seesaw and other technology/apps to create structure while still allowing the flexibility needed to support the diverse needs of students who may have minimal supervision and guidance.

Connections to Families and Students. The purpose of this strand is to ensure regular and predictable opportunities for families and students to connect with their teachers and to the school.

Student Engagement in Learning Opportunities Aligned to Standards. The purpose of this strand is to create a robust learning environment to support the learning of essential standards by using strategies and techniques that have been proven effective in person and adapt them to be just as effective in an online environment.

Peer-to-Peer Engagement. The purpose of this strand is to create opportunities for collaboration among students by understanding that the social aspect of school is vital to student success and finding ways to allow students to connect with each other on a daily basis through blogs, lessons, chat rooms, etc.

Student Work and Assessment. The purpose of this strand is to explore ways to give meaningful and timely feedback to students, and using that feedback to guide instruction and as a way for students to connect with their teacher and classmates.

Led by our Director of Curriculum and district curriculum coordinators, staff were offered over 30 sessions, resulting in over 8000 hours of professional development attended by SRVUSD staff.

All sessions are attached to this document.

Additionally, students and staff can receive technology support using the SRVUSD Technology Help Desk by phone at 925-824-1840 and online at <https://srvusd-ca.schoolloop.com/logins>. Each campus has an assigned computer support assistant to further facilitate technology solutions.

## Staff Roles and Responsibilities

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

A wide variety of student needs, including trauma, lack of mental wellness, stress and anxiety, and low academic performance have been intensified as a result of the COVID-19 pandemic. In light of this, many employees have added to or enhanced their responsibilities to meet the planning needs and execution of remote learning environment. From a management level, SRVUSD has partnered with our classified unions and their presidents to make adjustments to roles, with one example being in our transportation department. Bus drivers, without their traditional routes, have supported the technology department in the delivery of over 11,000 chromebooks and 1500 plus wifi hotspots.

Another example is Instructional Aides. Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. This is highly evident in Special Education and English Learner classrooms. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.

## 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.]

English Learners will receive daily Designated and Integrated ELD instruction to practice language and achieve academic standards, and instruction targeted at their proficiency level and Dougherty Valley High School and Gale Ranch Middle School serve as English Learner sites for SRVUSD. Additionally, each of our 22 Elementary School has a para educator that provides additional supports and our English



Language Coordinator provides professional development that ensures staff have the training necessary to provide Designated and Integrated ELD instruction.

To mitigate learning loss and prevent additional learning loss, for Pupils with Unique Needs, we will utilize benchmark assessments and ongoing formative assessments to monitor student progress using FastBridge/Illuminate at all schools K-12.

Students with Disabilities To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Distance Learning Plans: The district has current Distance Learning Plans on file for students, and sent to parents, that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in in-person learning and language outlining the student's program due to current COVID 19 conditions and those that may occur in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- External Vendors: The District has received information from each Nonpublic School and Nonpublic Agency contracted partner, regarding how they are addressing distance learning.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook, or other applicable device, to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Foster and Homeless Youth Services programs will provide school supplies to foster and homeless students in need. A consistent process as directed by the Director of Student Services and Assistant Director of Special Education coordinate the districts six social workers to provide resources, wraparound services and support. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

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

Description	Total Funds	Contributing
Seesaw- Pro Version - Learning Management System K-2 -Student driven digital portfolios and simple parent communication.	28,500	No
Google Classroom Enterprise - Learning Management System 3rd-12th Grade	105,986	No
Edgenuity -Edgenuity is a leading provider of K–12 online curriculum and blended learning solutions specializing in online courses, instructional services, and more	338,000	No
Zearn Math - unites hands-on instruction and immersive digital learning.	45,000	No
Greenfield Learning - Lexia helps students work independently to develop their critical reading skills through individualized, motivating learning paths. All students, regardless of their skill level, can each work at their own pace and the teacher is notified (on web-based reports and via email) when they require support.	299,010	No
ESGI- tests are administered to SRVUSD students, TK-Preschool, one-on-one and provides staff immediate feedback on accuracy of answers.	22,200	No
Zoom	36,000	No
Screencast-o-Matic - Video recording and editing tool for teachers.	6,432	No
Peardeckk for Google Slides is the #1 Slides Add-on, making it effortless for educators to add interactive questions and formative assessments to their lesson plans.	46,500	No

Description	Total Funds	Contributing
GoFormative is a web-app for classrooms that allows teachers to give live assignments to students, allowing instant teaching adjustments and long-term student assessment success.	75,958	No
Typing Club - K-5 typing program	14,976	No
Ed Puzzle - Interactive video lessons	38,916	No
Padlet - online post it boards for students and teachers	10,000	No

## 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.]

In November 2019, during the annual CAASPP report to the the school board, it was noted that, even though SRVUSD has 81% of students scoring 3 or better in English Language Arts (ELA) and 79% of students scoring 3 or better in math, SRVUSD has a chronic achievement issue among many sub groups.

Moreover, an issue noted in several SRVUSD school site council meetings is that CAASPP data does not provide enough detailed information to effectively develop the appropriate intervention groupings and strategies to address individual student learning gaps. Further, over the 2020 summer break, a team of teachers and administrators discussed how to measure each student's learning in math and reading without a CAASPP 19-20 measurement due to the spring 2020 health situation. The team incorporated student, parent, board of trustees, site council meeting, and teacher feedback to determine it's best for students if SRVUSD uses an "off the shelf" research based screening and progress monitoring tool to measure each student's learning status in ELA reading and math. The products we have chosen to use are FastBridge for grade 1-12 and ESGI (Easy progress monitoring) for TK and K.

To continue our work in closing the learning gaps among our subgroup students the reading and math screening is done three times per year to identify students who are falling behind in their ability to access grade level ELA and math standards. More importantly, this data will

enable SRVUSD teachers and administrators to more precisely identify the appropriate intervention groupings and instructional strategies for all students who score low or high risk on their screening assessments. By using a research based product, teachers can focus on intervention instructional strategies as opposed to creating reading or math screening assessments.

From August 14, 2020 to September 11, 2020 31,750 SRVUSD students will take a reading and math screening exam. In particular, we want to see if all of our students are ready to access grade level ELA and math standards and, for students identified as low or high risk in ELA reading or math, develop the appropriate intervention groupings and strategies.

## **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.]

The first step to address the learning loss is to measure where students are in being able to access grade level ELA and math standards. From August 14 to September 11 SRVUSD is screening all students in ELA reading and math. This screening will also be done in the winter and spring to continuously monitor student learning and intervention success. The software we have chosen to use are FastBridge( grade 1 to 12) and ESGI (TK and K) , outlines suggested research based intervention strategies for students who score at low or high risk in reading and math. Once we have this data, teachers, site administrators, and district administrators will work together and evaluate the data to identify the tier 1 instructional strategies that have the most impact on accelerating the learning of our English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. For students who need tier 2 interventions, the district and sites teams will identify the appropriate intervention groupings around similar needs and then utilize the intervention time built into the bell schedule at each grade level to support these tier 2 groups. Tier 3 will include Intensive Intervention Letters that will be sent to families outlining the supports, services and next steps to guarantee intervention to reduce learning loss. English learners, low income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness, SRVUSD needs to ensure 100% of these students take the screening assessment, so we have a picture of their learning at the start of the 20-21 school year. It is vital that all these students who are identified as low or high risk attend the remote learning intervention session. To ensure this 100% participation rate SRVUSD administrators need to actively follow up with students and families when they are not in attendance for the screening assessment or critical intervention sessions. All students will have attendance and work product via School Loop, Infinite Campus and Google Classroom, and specific strategies will be implemented that differ for pupils who are English Learners, low-income, foster youth and pupils with exceptional needs and pupils experiencing homelessness. Such actions will include home visits by the six district social workers, translation services, purchasing of additional technology and software and the use of the Language Line by staff to communicate supports. SRVUSD has thirty eight Foster and Homeless youth, and our social workers know each student, their grade, their home school, their needs. Academic needs are supported as, are social emotional supports, clothes, food and transportation. ELPAC assessments has commenced and our language immersion programs continue at Gale Ranch Middle School and Dougherty Valley High School. These programs differ in their student to staff ratio (very low) and on-line resources. Online Learning Help, Logins and Resources are available in multiple languages.

## 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.]

All SRVUSD students will take a ELA - reading and math screening assessment three times per year. The screening windows are: August 14 - September 11, December - January, and May. In addition to report card grades, the screener assessments give SRVUSD a picture of each student's ability to access grade level ELA and math standards continuously throughout the school year. Teacher leadership teams, counselors, site and district administrators, under the direction of the SRVUSD Assistant Director of Assessment and Research will review data on a regular basis (2-4 weeks) to determine if additional assessments and interventions are required.

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

Description	Total Funds	Contributing
<p>Fast Bridge- Illuminate and ESGI - screening, progress monitoring, and intervention software</p> <p>This web based software screens all students in ELA reading and math. For students scoring low or high risk in being able to access grade level ELA and math standards, the software outlines suggested research based intervention strategies. Once the school sites have this data, teachers, site administrators, and district administrators will work together and evaluate the data to identify the tier 1 instructional strategies that have the most impact on accelerating the learning of are at risk students. For students who need tier 2 interventions, the district and sites teams will identify the appropriate intervention groupings, around similar needs, and then utilize the intervention time built into the bell schedule at each grade level to support these tier 2 groups.</p>	265,000	No

## 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 COVID 19 pandemic and racial inequity has underscored social-emotional learning as an essential part of high-quality education- highlighting our relationships, resilience, and collective problem-solving as fundamental to teaching and learning.

During Summer 2020 SRVUSD had a subcommittee working on Health and Wellness to look at resources and support for staff, students and families. We created goals:

- Support the ability of SRVUSD staff to develop and maintain effective coping skills
- Support the ability of SRVUSD staff to execute work/life balance
- Support the overall emotional health and physical wellness of SRVUSD staff
- Provide education/training to meet the mental health needs of students

District will provide and follow OSHA required PPE and guidelines. In addition, SRVUSD will implement a policy for evaluating students and any staff who are symptomatic, prior to being admitted on campus.

We asked our committee the following Essential Questions:

- How are we connecting with students and families? In what ways? How often?
- What consistent structures do you have in place for students, staff and families?

SRVUSD is providing staff development aligned to the CASEL framework. Trainings are offered on a monthly basis and includes both synchronous and asynchronous formats. Before launch, staff were provided with opportunities to review:

- The competencies outlined in the CASEL framework and ways to infuse the competencies into lesson plans
- Strategies to build community virtually
- Quick class opening activities to infuse SEL across content areas

Multi-tiered Systems of Support:

We have identified good quality programs/support in place - - we would like to strengthen our commitment and use to these resources with options for retraining or updated training

- SEL instruction (Tier 1) - SEL instruction needs to be dedicated during instruction and all content areas, including Equity curriculum for all levels (Sanford Harmony, Equity Lessons, Sandy Hook Promise for secondary)

Wellness Check-ins:

- Student Surveys - for the purpose of identifying students who might need tier 2 or tier 3 supports; site principals and or teachers at the elementary will administer the SEL surveys. Counselors or other identified staff at secondary schools will administer.
- Quick, age appropriate, frequent wellness check-ins (ex., daily - in morning meet -up for elementary)
- Use non classroom staff to support wellness check-ins and activities (ex., provide 15 minute wellness activities for classes which could also provide a teacher break)
- Elementary school principals conduct read-alouds with identified books on SEL and equity to support mental well-being.
- Elementary schools have monthly spirit days and other activities/events supported by PTA to support well-being of staff and students.
- Regular staff surveys and check ins to make sure staff is feeling safe and secure.
- Psychological First Aid training (all counselors/psych were trained about 5+/- years ago)
- Intersection of Sanford Harmony/SEL/Social Justice Resources

Systems of Support for Families:



Prior to the first week of school, or during the first week, focus on preparing students and their families with support that includes welcome back activities, parent coffees, Back to School Nights and outline the school year.

Opportunities for instruction to both students and their families on all learning platforms.

Create a flowchart for staff and families, so that if help is needed, people know who to reach out to and/or who to direct people to.

Provide materials for home use when we start with virtual learning. Schools will set up a drive through materials pick.

The following resources will be provided to pupils and staff to address trauma and other impacts of COVID-19:

Collaborate with stakeholders, such as county behavioral health departments and local HMOs and PPOs, to promote staff wellness and provide workshops and supports regarding adult and student mental health, trauma responsiveness, equity and suicide prevention.

Provide training on secondary traumatic stress and self-care (e.g., Support for Teachers Affected by Trauma [STAT]). Promote mindfulness techniques and staff social supports (CDE.ca.gov)

District will provide teachers/staff with appropriate technology and informative resources for addressing mental health needs of students and themselves.

Teachers/staff will be provided support and teaching options for those who do not feel physically safe being on campus.

Mindfulness training for staff/teachers

Trauma informed schools training

Wellness/self care education

Proper use of PPE for staff and how to train students on proper use of PPE

Type 1 and 2 diabetes students and medically fragile students considerations:

Make sure to have students identified and provide a separate room in order to conduct nurse/health check ins at each site, away from the general population

Focus on families that have experienced a loss or trauma; families that are working in high risk situations. We will identify and support these students and families based on needs.

Food service options are shared and continued into the school year and easily accessible for all of the families..

Resources for Staff (to support students and families)

Webinars and trainings about working with students and families who have experienced trauma (National Child Traumatic Stress Network)

<https://www.nctsn.org/resources/training/webinars>

<https://www.nctsn.org/resources/training/e-learning-courses>

<https://www.nctsn.org/resources/training/training-curricula>

NASP Guidelines for trauma-informed school policies

<https://drive.google.com/file/d/112fH7gxXVgCCF3a6BG6Ub4sJkOD3Bv6P/view?usp=sharing>

Guidance for trauma screening in schools

<https://drive.google.com/file/d/1M6XM6Q0fSkp9Do6HurCGUAJNzEMO3iMb/view?usp=sharing>

RESOURCES FOR COVID - 19 School Closures

From Mindful Schools - The Mindfulness and Acceptance Workbook for Anxiety

Show Your Anxiety Who's Boss

The Anxiety Skills Workbook

Storytelling for kids, learning ACTivities for all ages. Pulling Back the Curtain

Free via Facebook <https://www.facebook.com/ActivatedFans/>

Live 3:00 pm Pacific (6:00 Eastern)

National Association of School Psychologists - Talking to Children About COVID-19: A Parent Resource  
Centers for Disease Control and Prevention - Talking with Children About Coronavirus Disease 2019: Messages for Parents, School Staff, and Others Working With Children  
Stanford Children's Health - How to Talk with Kids About COVID-19  
American Academic of Child and Adolescent Psychiatry - Talking to Children About Coronavirus - COVID 19  
American Academy of Pediatrics - How to Prepare for the Possibility of School or Childcare Closings  
<https://podcasts.apple.com/us/podcast/coronavirus-and-parenting-what-you-need-to-know-now/id1461493560?i=1000468284352>  
<https://podcasts.apple.com/us/podcast/tips-for-homeschooling-during-coronavirus/id1461493560?i=1000469309302>  
[https://docs.google.com/spreadsheets/d/1z3-x09bmmEF\\_T2-tiMQKq4OggwWu0hjPYOUROsRMINM/edit#gid=0](https://docs.google.com/spreadsheets/d/1z3-x09bmmEF_T2-tiMQKq4OggwWu0hjPYOUROsRMINM/edit#gid=0)

## 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.]

SRVUSD has established the following procedures for tiered engagement strategies for pupils who are absent from remote remote learning and provide outreach their parents or guardians, including in languages other than english. It is a core principle of SRVUSD to ensure that every student learns at high levels and we will intervene in a timely manger when a student is at risk of learning loss.  
The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school. Normal procedures will apply to report an absence. (Phone, email, note)

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model. Teachers will reach out to students who are missing class, document this in Infinite Campus and communicate to their site attendance administrator. This can be done via email, or phone, using the Language Line if translation services are required. Teachers are seeking to understand the "why" behind missing class so that proper intervention and support can be provided. Examples may be, technology device, hot spot, etc.

Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary. Attendance staff will reach out to students who are missing class, document this in Infinite Campus and communicate to their site attendance administrator. This can be done via email, or phone, using the Language Line if translation services are required.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the SRVUSD Student Services Department. These interventions may include, but not limited to: counseling support, providing technology and/or hot spot, student conferences, counseling support, and health and wellness

support. This will be in collaboration with the Student Services department who will engage districts social workers to connect with families to provide wrap-around services, visit homes, and guarantee necessary supports, such as meals, clothing, transportation, and translation services. Additionally, the Student Services office will work with site SART teams and the district SARB committee to ensure reengagement.

SRVUSD will reach out to families who speak another language through coordinated home visits by our six social workers and sending translated communication.

## 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.]

The SRVUSD Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued

through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders. Standard Operating Procedures for food services will resume when schools reopen.

Below, is a communication to our families regarding meal services. Additionally, SRVUSD continues to update the Child Nutrition Website, linked below and attached is the meal service locations.

Community email on 8/1/2020

SRVUSD Child Nutrition program is looking forward to continuing to provide healthy meals to students during remote learning. There are a few changes to the Child Nutrition program this year that we want to bring to your attention.

First Day of School. Thursday, August, 13th. Child Nutrition staff will be in the same 3 locations where meals were served this summer, John Baldwin Elementary, Walt Disney Elementary and Gale Ranch Middle School. You will need to provide us with the name of your children in effort for us to record the students that were provided a meal. No cash will be collected, but children will be recorded in accordance to their meal eligibility status, Free, Reduce and Paid. You will be provided with two days of meals for breakfast and lunch. Monday, August 17th. Parents are being asked to pre-order student meals online. Click on the Child Nutrition Webpage to learn how to order a student meal. You should complete your first meal order by Friday, August 14th. Moving forward, we want parents to order at least one week in advance. When your order is completed, it will provide you with a bar code and the school where your meals can be picked up. You do not need to bring the barcode to the serving site. You will have to pick up your meal everyday, Monday - Friday from 11:00 - 1:00 at one of these designated schools. Distribution Schools: Walt Disney, John Baldwin, Gale Ranch, Windermere, Iron Horse, Diablo Vista, Vista Grande and Stone Valley (see website for a list of which schools are assigned to which distribution schools) NOTE: If you have forgotten to order a student meal, please go to your designated school location to pick up a meal. Meals will be recorded based on eligibility, Free, Reduced or Paid Status

Weblink embedded:

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	English Language Arts and English Learner Coordinator	150,000	No
Pupil Engagement and Outreach	District Social Workers (6) who support foster and homeless youth and play an instrumental role in the SRVUSD tiered re-engagement plan.	180,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	English Learner para- educator support at all 22 Elementary Schools	143,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	Technology --- Chromebooks (thousands of additional units adding to the total deployment of over 11,000 units) and internet hot spots (1,500+ units)	990,000	No
N/A	In accordance with and compliance to Education Code 43509 and associated subsections, San Ramon Valley USD will invest the entire \$11,772,649 allocation of Learning Loss Mitigation dollars (Section 110 of Senate Bill 98, Chapter 24, Statutes of 2020) on required investments for students. As specifically directed in Section 43509(f)(2), the intent behind this section is to recognize the final \$6,037,171 in investments required to expend all of the nearly \$11.8 million allocation will	6,037,171	No

Section	Description	Total Funds	Contributing
	be fully reflected in the district's 2020-21 First Interim Report and subsequent 2020-21 fiscal reports thereafter. Continuing qualifying investments in personal protective equipment (PPE), technology, supplemental services, special education services, and all other educational and operational services (including transportation, custodial and food services) required to deliver safe and successful in-person and distance learning programs during the 2020-21 school year will be funded by this final six million plus dollars. In total, the educational and operational investments the district will complete to deliver the 2020-21 school year for students will exceed the 2020-21 allocation of Learning Loss Mitigation dollars.		

## 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
1.91%	117,654

### 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.]

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district that place the needs of foster youth, English Learners, and low income students first, as described in the following actions:

- Many of our foster youth, English learners, and low-income students struggled with access to devices and the internet during the initial phases of the Covid-19 shelter-in-place shutdown. We invested funds for Chromebooks, WiFi Hotspots, and the installation of wireless hotspots in low-income areas of our District. Every student who needed a device and/or hot spot was provided one via pickup or home delivery.
- Increasing/changing the the scope of work for school nurses and social workers. The impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students and the flexibility, individual and family interventions, and wraparound services have played a crucial support role.
- The SRVUSD Student Services Department centralizes a number of services that the district's most vulnerable students and families, including Homeless Youth, Foster Youth, Low-income students, and English Learners need and often do not have access to. These family services include, a meal program, services for families in transition, and translators. These are in addition to the core function of a more efficient enrollment process to efficiently place students and families into schools.

\* Professional Development: Developed high quality and rigorous professional development for teachers of English Learners.

While many strategies in this document are designed to serve all students, we prioritized certain actions as we know Covid-19 significantly impacted our foster youth, English learners, and low-income students and we have seen significant numbers of students who are struggling to engage in school and learning. By keeping all of our staff employed for this specific purpose and avoiding layoffs, we took into account our foster youth, English learners, and low-income students. Two significant examples, maintaining social workers at 6.0 FTE (actions described above) and maintaining certificated staffing at Gale Ranch Middle School and Dougherty Valley High School for our language immersion program, providing 5.2 FTE and instructional assistants at all elementary schools at 12 hours a week that provide Designated Instructional Support. During Remote Learning, these services have been instrumental, along with additional add-on purchases for online software (Newsela, IXL, Go Formative) that are specifically designed to increase support and services for English Learners. Additionally, SRVUSD has appointed, Chris George, Director of Instruction, to oversee the English Learner Master Plan in our remote learning environment.

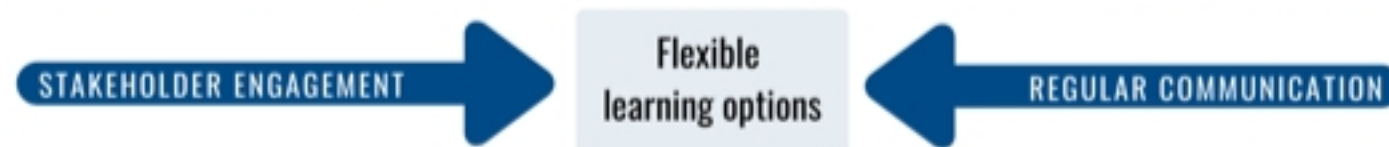
[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

To comply with the requirements of Ed Code 43509, the financial calculation in this section documents the portion of federal funds San Ramon Valley Unified received and is utilizing to backfill the reduction of \$117,654 in lost cost of living adjustment (COLA) increases to supplemental and concentration Local Control Funding Formula (LCFF) dollars. Given that federal title dollars are subject to strict supplanting restrictions, experts up and down the state recommend districts utilize federal learning loss mitigation funds to meet this proportionality requirements. Specifically, federal dollar accounting resource codes Resource 3215 (Governor's Emergency Education Relief or "GEER" funding) and Resource 3220 (Corona Virus Relief of "CRF" funding) will documents the investment of these dollars as required and described above. The investment required to implement the described services in this section are projected to far exceed the required 1.91% percentage increase, as well as the \$117,654 minimum investment.



Support services teams will continue to collaborate with teachers, classified staff and administrative staff to provide ongoing support to English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups based on individualized needs assessments/evaluations designed to directly address and eliminate inequitable outcomes in our schools and district. We recognize these support services are particularly important within the current distance learning environment. Appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's continuing goal to address learning loss, social emotional needs, and accelerate growth for unduplicated students and other vulnerable student groups throughout the district.

# REOPENING TOGETHER



## 2020-2021 Reopening Priorities

- **Quality Instructional Models**
  - In-person, remote, and hybrid options
  - Valuing family choice
- **Health and Wellness**
  - Social-emotional health
  - Inclusive learning environments
- **Professional Development**
  - Provide staff with tools and training to successfully navigate a new teaching environment
- **Facilities**
  - Consistently keeping health and safety at the forefront
  - Provide a safe and sanitized learning environment
- **Operations**
  - Identifying and executing processes that allow students to safely participate in school activities

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

REOPENING  
TOGETHER



SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

## REMOTE TEACHING: PROFESSIONAL LEARNING

July 28 - August 5

# Seven Guiding Principles For Remote Teaching and Learning

San Ramon Valley Unified School District

**Social Emotional Learning.** The purpose of this strand is to explore ways to ensure that all students get the social and emotional support they need through connections and relationship building, while providing structure and opportunities to build a positive, trustful connection with the adult (teacher) and others in class and on campus.

**Diversity, Equity and Inclusion.** The purpose of this strand is to design instruction that allows for choice and flexibility while ensuring that all aspects of the curriculum are accessible to all students' specific needs.

**Instructional Time.** The purpose of this strand is to explore ways to use Google Classroom, Seesaw and other technology/apps to create structure while still allowing the flexibility needed to support the diverse needs of students who may have minimal supervision and guidance.

**Connections to Families and Students.** The purpose of this strand is to ensure regular and predictable opportunities for families and students to connect with their teachers and to the school.

**Student Engagement in Learning Opportunities Aligned to Standards.** The purpose of this strand is to create a robust learning environment to support the learning of essential standards by using strategies and techniques that have been proven effective in person and adapt them to be just as effective in an online environment.

**Peer-to-Peer Engagement.** The purpose of this strand is to create opportunities for collaboration among students by understanding that the social aspect of school is vital to student success and finding ways to allow students to connect with each other on a daily basis through blogs, lessons, chat rooms, etc.

**Student Work and Assessment.** The purpose of this strand is to explore ways to give meaningful and timely feedback to students, and using that feedback to guide instruction and as a way for students to connect with their teacher and classmates.



## Professional Learning Series

July 28 - August 5

[Click HERE FOR COURSE SCHEDULE](#)

[CLICK HERE TO SIGN UP](#)

<b>Connection and Communication with Families and Students</b> How do I use our Learning Management Systems to connect with and communicate with families?				
<b>Course Title</b>	<b>Presenter</b>	<b>Course Description</b>	<b>Grade Level</b>	<b>Strand</b>
<b>Seesaw 101</b>	Michelle Hayden Karen Young	Introduction to Seesaw. Teachers will set up their accounts and learn how to create activities.. How Seesaw is used daily by teachers, students, and parents will be demonstrated.	TK - 2	<b>Connection to Families and Students</b>
<b>Seesaw Advanced</b>	Michelle Hayden Karen Young	Advanced class for those already using Seesaw. We will be exploring the new features such as multi-page activities, multiple video links and linking pages while making a choice board..	TK - 2	<b>Connection to Families and Students</b>
<b>Google Classroom 101</b>	Nicole Berglund Heather Clay	Teachers will explore Google Classroom through a watch-through reflection, then will set up a Google Classroom. Teachers will also learn to use the Stream to communicate with students and families, create one or more classes, organize materials by topics, and invite students by	TK-12	<b>Connection to Families and Students</b>

		email or code.		
<b>Google Classroom Advanced</b>	Nicole Berglund Heather Clay	Ideas on how to effectively use google classroom for remote learning, Teachers will explore Google Classroom through a watch-through reflection, then will set up a Google Classroom. Teachers will also learn to use the Stream to communicate with students and families, create one or more classes, organize materials by topics, and invite students by email or code.	TK-12	<b>Connection to Families and Students</b>
<b>Establishing and maintaining positive Student/Parent Communication</b>	Lauren Falkner	Ideas for how to use gmail/google classroom and other tools to establish and maintain classroom communication.	TK-12	<b>Connection to Families and Students</b>
<b>Bridging the Screen Gap: Creating &amp; Maintaining Classroom Community</b>	Rachel Decker	Learn a wide variety of tips and tools for building community while online. Be prepared to participate and engage.	Secondary	<b>Connection to Families and Students</b>

## Student Engagement in Learning Opportunities Aligned to Standards

What can brain science teach us about how students learn remotely?

Course Title	Presenter	Course Description	Grade Level	Strand
<b>A complete guide to using Flipgrid</b>	Nicole Berglund Heather Clay	Come learn about all the ways to effectively use Flipgrid in your classroom. Flipgrid is so effective in helping teachers capture rich information about student learning and growth!	TK-12	<b>Student Engagement</b>
<b>Options for Creating Lesson Videos</b>	Danielle Alm	Tools for creating videos that help students access content and curriculum.	TK-12	<b>Student Engagement</b>
<b>Designing and Structuring Video Lessons</b>	Lauren Falkner	Providing a template and resources for developing filmed lessons (flipped classroom).	3-12	<b>Student Engagement</b>
<b>How to meet and work with students individually</b>	Danielle Alm	Using zoom to effectively create and work with small groups or individual students.	Secondary	<b>Student Engagement</b>
<b>Digitize Your Assignments to Engage Students in an Online Environment</b>	Sarah Acosta Landry Megan Manley	Learn how to convert your traditional graphic organizers, worksheets, PDFs, and assessments to engage students in an interactive distance learning environment.	3-12	<b>Student Engagement</b>
<b>Edgenuity</b>	Danielle Alm	Learning the basics of Edgenuity and how to use it as a foundation to teaching and learning.	3-12	<b>Student Engagement</b>



<b>Equity</b> How does my identity impact my interactions with students, families, and colleagues?				
<b>Course</b>	<b>Presenter</b>	<b>Course Description</b>	<b>Grade Level</b>	<b>Strand</b>
<b>Equitable Pedagogy in Online Environments</b>	Mimi Quan Christy Glaser	Recognizing and addressing inequities of student access to and representation in our curriculum through an equity and social emotional learning lens.	TK-12	<b>Diversity, Equity, and Inclusion</b>
<b>My Story matters because I matter</b>	Mimi Quan	Exploring our own identities and stories, and how to engage our students with their identities and give their stories voice and space in our classrooms.	TK-12	<b>Diversity, Equity, and Inclusion</b>
<b>Online Learning - Accessible, Engaging, &amp; Simple</b>	Amy Capurro Rhonda Taft	Simple, engaging lesson content that is accessible for all learners and includes multiple means of engagement, representation, and expression.	TK-12	<b>Diversity, Equity, and Inclusion</b>
<b>Responding to Microaggressions</b>	Ashlee Gutierrez Demetrius Ball	Responding to racialized microaggressions in real time without missing a beat in your lesson plan.	TK-12	<b>Diversity, Equity, and Inclusion</b>
<b>Peer to Peer Engagement</b> How do I encourage peer to peer interaction in a remote format?				
<b>Course</b>	<b>Presenter</b>	<b>Course Description</b>	<b>Grade Level</b>	<b>Strand</b>
<b>Fostering Collaborative Student Engagement</b>	Brandi Brown  Stephanie Davenport	Facilitating online discussions/peer collaboration using a variety of platforms that sync easily with Google Classroom.  Peer Collaboration Google Classroom, Google Hangout/Zoom/Flipgrid/google forms	Secondary	<b>Peer to Peer Collaboration</b>

		check-ins/Quizziz-Kahoot) Small groups Blogs Discussion boards		
<b>Create the Space</b>	Tucker Farrar	Platforms and Ideas to encourage peer to peer collaboration: For academic, club and social emotional needs: It's all about connections.  ZOOM MEET (Breakout Rooms) TIK TOK PADLET FLIPGRID	Secondary	<b>Peer to Peer Collaboration</b>
<b>Physical Distancing Vs Social Distancing</b>	Jon Sawyer	Creating meaningful opportunities for student connection through student collaboration in remote learning.	Secondary	<b>Peer to Peer Collaboration</b>
<b>Creating positive group work virtually!</b>	Nicole Berglund Heather Clay	How to use google classroom for small group work and having students interact with each other without the teacher present.	TK-12	<b>Peer to Peer Collaboration</b>
<b>Student Work and Assessment</b> How will I provide feedback to students about their learning?				
<b>Course</b>	<b>Presenter</b>	<b>Course Description</b>	<b>Grade Level</b>	<b>Strand</b>
<b>Rethinking Assessment for Distance Learning</b>	Karie Chamberlain	Assessing without using multiple choice. Group work (virtually) with individual student accountability. Managing student re-assessment  Google Meet - breakout rooms & attendance (maybe)	Secondary	<b>Student Work and Assessment</b>
<b>Using</b>	Brandi Brown	How to assess and give meaningful	TK-12	<b>Student Work and</b>

<b>Meaningful Feedback and Assessment to Drive Next Steps</b>	Stephanie Davenport	feedback in real time when working with students remotely.  Next steps once feedback is given- small groups for struggling students, one on one meetings, etc.		<b>Assessment</b>
<b>SBG for High School</b>	Karie Chamberlain	Standards Based Grading - creating standards (skill or content) to help structure and guide your instruction. Brought you by a High School history teacher.	Secondary	<b>Student Work and Assessment</b>
<b>Assigning Student Work and Providing Meaningful Feedback in Google Classroom</b>	Sarah Acosta-Landry Megan Manley	Learn how to assign and return work, leave comments (using private comments and the comment bank). Use the plagiarism checker, assign grades, and provide feedback in Google Classroom.	3-12	<b>Student Work and Assessment</b>
<p style="text-align: center;"><b>Social Emotional Learning</b></p> <p style="text-align: center;">How do my SEL competencies impact my interactions with students, families, and colleagues?</p>				
<b>Course</b>	<b>Presenter</b>	<b>Course Description</b>	<b>Grade Level</b>	
<b>Build Community and Engaging Student Learning Using SEL</b>	Rachelle Goldenberg	Build a purposeful online classroom that cultivates a community of inquiry and self-efficacy using resources and tools from Social Emotional Learning. Learn to overcome barriers to learning and to inspire students to engage and learn in the online learning format and beyond.	TK-12	<b>Social Emotional Learning</b>
<b>Best Practices in Self Care for Staff and Students</b>	Charlie Litten Joe Ianora	Intro to best practices in self care for staff and students : stress relieving - building resiliency - mindfulness.	TK-12	<b>Social Emotional Learning</b>

<b>Instructional Time</b> How do I chunk my remote instructional time?				
Course	Presenter	Course Description	Grade Level	Strand
<b>Elementary Schedule</b>	DeeDee Judice Ailsa Smith	<b>Elementary</b> Structuring Daily/Weekly Schedules - How to plan a remote schedule that will maintain student engagement and meet the needs of every student?  Additional topics will also be discussed: Making your planner work for you, Virtual Back to School Night and Making home like school	Elementary (Geared Toward TK - 1 but available to all)	<b>Instructional Time</b>
<b>Upper Elementary Schedule</b>	Ailsa Smith Lisa Freels	<b>Upper Elementary:</b> How can I structure my day and week to meet the needs of all students? How can I keep students engaged, and not staring at a screen all day?	Upper Elementary	<b>Instructional Time</b>
<b>Secondary Schedule</b>	Cara Mattia-Varon	<b>Secondary</b> How can I structure a <b><i>class period</i></b> that meets the needs of all students, including intervention? How can I organize my <b><i>weekly schedule</i></b> to meet the needs of all students, including intervention? I plan to present examples of subject specific, daily and weekly plans from various, awesome HS and MS Teachers, who have shared their ideas with me!	Secondary	<b>Instructional Time</b>
<b>How to utilize Paraprofessionals during remote learning</b>	Tricia Facteau Kara Teach Joyce Rooks	Learn how to Utilize Paraprofessionals During Remote Learning"	TK-12	<b>Instructional Time</b>
<b>SPED</b>	Trish Facteau	Ideas and samples of independent work	TK-12	<b>Instructional Time</b>

<b>Activities for review/independent work During remote learning</b>	Kara Teach Joyce Rooks	for when students are reviewing the day's lessons.		
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# Ready to Reopen

The San Ramon Valley Unified School District Plan for Reopening Our Schools

August 4, 2020



# Agenda

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**1 Current Considerations**

**2 Remote Teaching and Learning**

**3 Professional Development**

**4 First Week Logistics**

**5 Technology**

**6 Parent Support**

**7 Social Emotional Supports**

**8 Other Information**



# San Ramon Valley Unified School District's commitment to reopening our schools safely is driven by:



- 1 Maintaining the health, safety and well-being of our entire community: students, staff and families**
- 2 Providing teaching and learning options for families and staff**
- 3 Allowing for school schedule flexibility to adjust as public health direction changes**

# Key Considerations for Reopening

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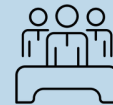
**Keep health and safety of staff and students at forefront of decision making**



**Utilize feedback from all stakeholders and value all perspectives**



**Address the educational needs of PreK - 12 and Transition students**



**Determine final details related to some learning options- subject to collective bargaining process**



**Provide consistency and options for families, students and staff from PreK - 12 and Transition**



**Follow statutes and guidance from Public Health agencies and the State of California**

# Collaborative Opening

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- **Continued collaborative negotiations with our employee groups**
- **Memorandum of Understanding (MOU) in progress with San Ramon Valley Education Association (SRVEA)**
  - Tentative agreement on 3 of 4 sections
- **Negotiations progressing with Classified School Employees Association (CSEA) and Service Employees International Union (SEIU)**



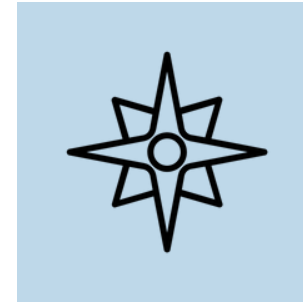
# Current Conditions

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## Health Conditions

- 67 new cases between August 1 and August 2
- Contra Costa County does not have the ability to conduct sufficient contact tracing or testing at this time

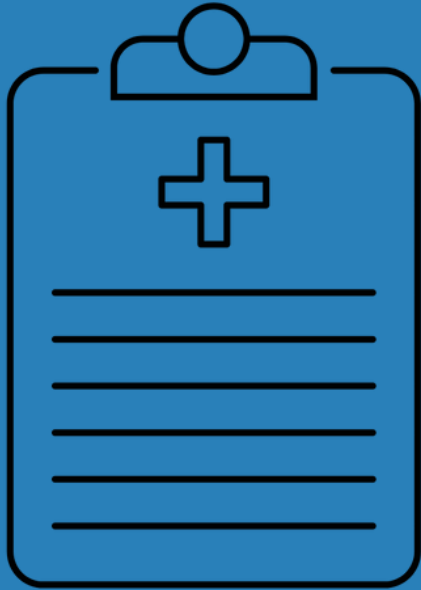


## Latest Guidance

- May be issued by Center for Disease Control, California Department of Education, County Public Health Officer and County Superintendent, Governor
- Contra Costa County: [2020- 2021 School Reopening Guide](#)

# Waiver for In-Person Instruction

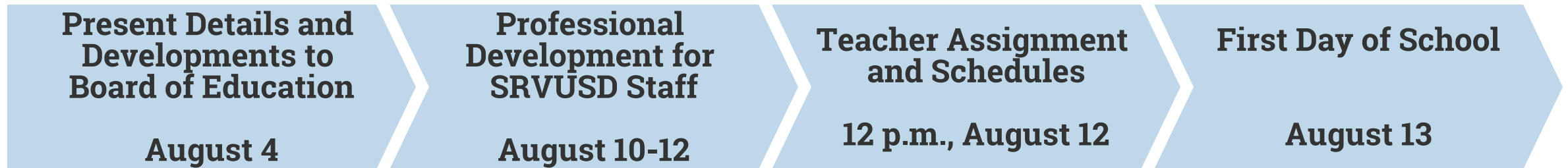
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- **SRVUSD focused on a high-quality remote learning program**
- **Waiver for in-person instruction included in State of California guidance in July (updated on August 3)**
- **Once we are aware of the process from County Health, we will work closely with the Board and community regarding the waiver**
- **We are monitoring changing health data in Contra Costa County**
- **Would likely require individual districts to complete health and safety testing, as well as contact tracing, at significant cost to District**

# Reopening Timeline

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# Agenda

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**1 Current Considerations**

**2 Remote Teaching and Learning**

**3 Professional Development**

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**8 Other Information**



# Remote Teaching and Learning: Bell Schedule Highlights

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**Uniform bell  
schedules across  
District at  
Elementary, Middle  
and High School**



**Mondays are  
Common Learning  
Days for student  
orientation and  
teacher preparation,  
collaboration and  
professional  
development**



**Secondary schools  
adopting block  
schedule to ease  
student stress and  
facilitate deeper  
remote learning**



**Student Support Time  
included in all grade  
levels to address  
social-emotional well  
being.**

## PreSchool, Transitional Kindergarten, Kindergarten : Full Remote

		Regular Days			
Time	<b><i>Monday Common Learning Day</i></b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-11:30	<i>Instruction</i>	<i>Instruction</i>	<i>Instruction</i>	<i>Instruction</i>	<i>Instruction</i>
<b>11:30-12:00</b>	<b><i>Lunch</i></b>	<b><i>Lunch</i></b>	<b><i>Lunch</i></b>	<b><i>Lunch</i></b>	<b><i>Lunch</i></b>
12:00-1:00		Student Support *	Student Support *	Student Support *	Student Support *

\*\*\*For students that have both CEIA/SDC preschool programs, their programs will be split between the 8:00-11:30 am time frame (105 minutes each).

Minimum Day Schedule - Grades PreK, TK & K					
8:00-10:30	<i>Instruction</i>				
<b>10:30-11:00</b>	<b><i>Lunch</i></b>				
<b>August</b>	<b>September</b>	<b>October</b>	<b>January</b>	<b>March</b>	<b>June</b>
13	15	5, 6, 7, 8, 9	26	10, 11, 12, 23	3

Additional Common Learning Day Schedule - Grades PreK, TK & K					
<b>August 14, 18, 19, 20, 21</b>					

## Grades 1-5 Elementary: Full Remote

		Regular Days			
Time	<b>Monday Common Learning Day</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:15	Block 1 Morning Meeting (15)	Block 1 Morning Meeting	Block 1 Morning Meeting	Block 1 Morning Meeting	Block 1 Morning Meeting
8:15-9:05	<b>8:15-11:00 Block 1/2 Small Group Learning</b>	Block 1	Block 1	Block 1	Block 1
9:05-9:55		Block 2	Block 2	Block 2	Block 2
<b>9:55-10:10</b>		<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
10:10-11:00		Block 3	Block 3	Block 3	Block 3
<b>11:00-11:30</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
11:30-12:20	Student support until 12:30	Block 4	Block 4	Block 4	Block 4
12:20-1:10		Block 5	Block 5	Block 5	Block 5
1:10-2:00		Block 6	Block 6	Block 6	Block 6
2:00-2:25		Student Support *	Student Support *	Student Support *	Student Support *

### Additional Common Learning Days Schedule - Grades 1-5

August	September	October	January	March	June
13, 14, 18, 19, 20, 21	15	6, 7, 8, 9	26	10, 11, 12, 23	3

Note: Student Support may consist of teacher access, parent conferences, tutorials, office hours, small group learning; no whole group instruction will occur during this time.

## Middle School Full Remote: Block Schedule

Monday Common Learning Day		Regular Schedule Days (T-F)				
Time	Period Schedule	Time	Tuesday	Wednesday	Thursday	Friday
8:15 - 8:50	Period 1	8:15 - 9:30	Period 1	Collaboration	Period 1	Collaboration
8:50-8:55	Passing	9:30 - 9:40	Passing	Passing	Passing	Passing
8:55 - 9:30	Period 2	9:40 - 10:55	Period 3	Period 2	Period 3	Period 2
9:30-9:35	Passing	10:55 - 11:05	Passing	Passing	Passing	Passing
9:35- 10:10	Period 3	11:05 - 12:20	Period 5	Period 4	Period 5	Period 4
10:10 - 10:20	Brunch/Passing	12:20 - 12:50	Lunch			
10:20- 10:55	Period 4	12:50 - 1:00	Passing	Passing	Passing	Passing
10:55 -11:00	Passing	1:00 - 2:15	Period 7	Period 6	Period 7	Period 6
11:00- 11:35	Period 5	2:15 - 2:45	*Student Support			
11:35-12:05	Lunch					
12:05 - 12:10	Passing					
12:10-12:45	Period 6					
12:45-12:50	Passing					
12:50-1:25	Period 7	***All students may be assigned independent learning. Independent learning is defined as the time students spend outside the remote learning classroom completing assigned activities.				

### Additional Common Learning Day Schedule - Middle School

August	September	October	January	March	June
13, 14	15	6, 7, 8, 9	26	10, 11, 12, 23	3

## High School Full Remote: Block Schedule

<i>Monday Common Learning Day</i>		Regular Schedule Days (T-F)				
Time	Period Schedule	Time	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:05	Period A	8:30- 9:15	Period A	Period A	Period A	Period A
9:05- 9:10	Passing	9:15-9:20	Passing	Passing	Passing	Passing
9:10- 9:45	Period 1	9:20 - 10:45	Period 1	Period 2	Period 1	Period 2
9:45 - 9:50	Passing	10:45 - 10:55	Passing	Passing	Passing	Passing
9:50 -10:25	Period 2	10:55 - 11:30	*Student Support			
<b>10:25 - 10:35</b>	<b>Brunch + Passing</b>	<b>11:30 - 12:00</b>	<b>Lunch</b>			
10:35 - 11:10	Period 3	12:00- 12:05	Passing	Passing	Passing	Passing
11:10 - 11:15	Passing	12:05 - 1:30	Period 3	Period 4	Period 3	Period 4
11:15 - 11:50	Period 4	1:30- 1:35	Passing	Passing	Passing	Passing
11:50-12:20	Lunch	1:35 - 3:00	Period 5	Period 6	Period 5	Period 6
12:20 - 12:25	Passing	*Student Support: non-instructional support period for SEL, intervention, tutorial, make up, study hall, etc. attached to 1st/2nd period classes. Roll is taken.  <b>**Each period is 85 minutes (with the exception that A period is 90 minutes) and may include a combination of direct instruction, collaborative work, small-group support, and individual work time with teacher feedback.</b>  <b>***All students may be assigned independent learning. Independent learning is defined as the time students spend outside the remote learning classroom completing assigned activities.</b>				
12:25 - 1:00	Period 5					
1:00- 1:05	Passing					
1:05 - 1:40	Period 6					

### Additional Common Learning Day Schedule - High School

August	September	January	March	June
13, 14	15	26	23	3

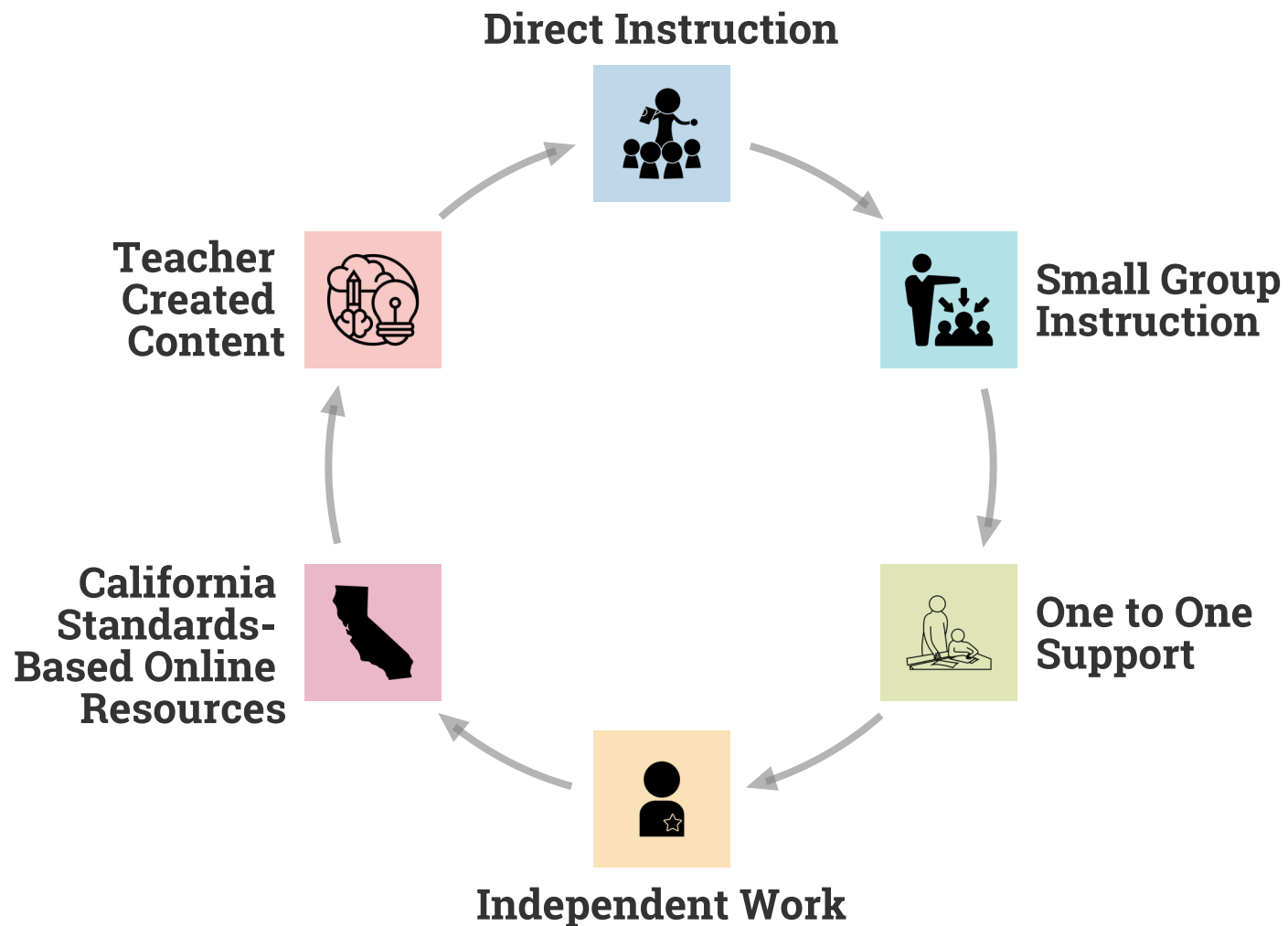


Adult Transition Full Remote: Del Amigo

Monday Common Learning Day		Regular Schedule Days (T-F)				
Time	Period Schedule	Time	Tuesday	Wednesday	Thursday	Friday
8:55-10:00	Block 1	8:55-10:15	Block 1	Block 1	Block 1	Block 1
10:00-10:10	Break	10:15-10:25	Break	Break	Break	Break
10:10-11:15	Block 2	10:25-11:45	Block 2	Block 2	Block 2	Block 2
11:15-11:25	Break	11:45-11:55	Break	Break	Break	Break
11:25-12:30	Block 3	11:55- 1:15	Block 3	Block 3	Block 3	Block 3

Additional Common Learning Day Schedule - Adult Transition Del Amigo				
August	September	January	March	June
13, 14	15	26	23	3

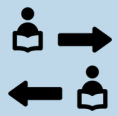
# What Will Remote Teaching and Learning Look Like?





# Daily Interaction: What Can We Expect?

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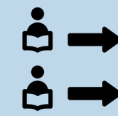


## Asynchronous Instruction

- \* Materials, online platforms, assessments and/ or assignments which are accessed independently
- \* May not include the presence of a teacher

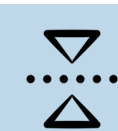


**Expect approximately 50% of time in each setting**



## Synchronous Instruction

- \* Remote teaching interactions between a teacher and a student
- \* Real time, live interactions between teacher and student(s)
- \* May include whole group, small group, or individualized instruction



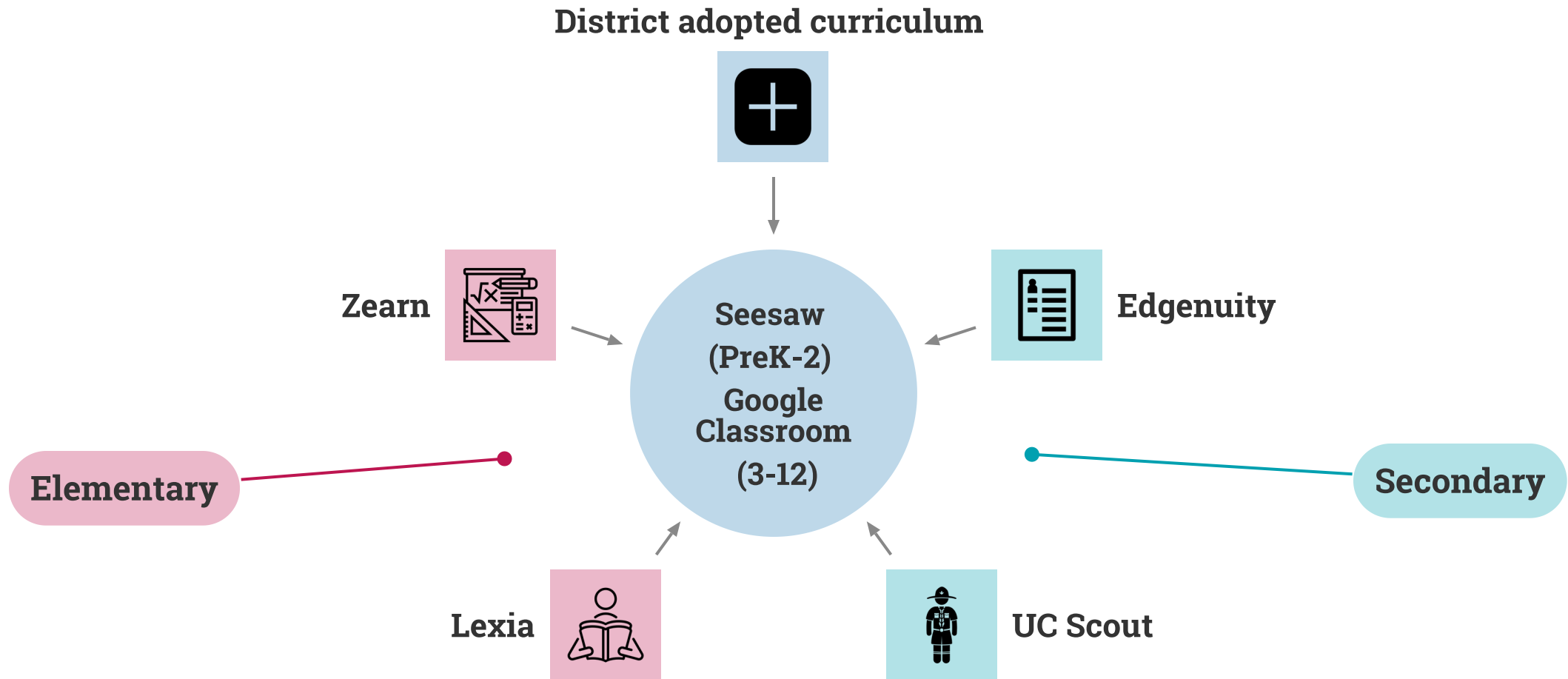
**Ratio of synchronous to asynchronous similar to an in-person setting.**

# Remote Learning Highlights

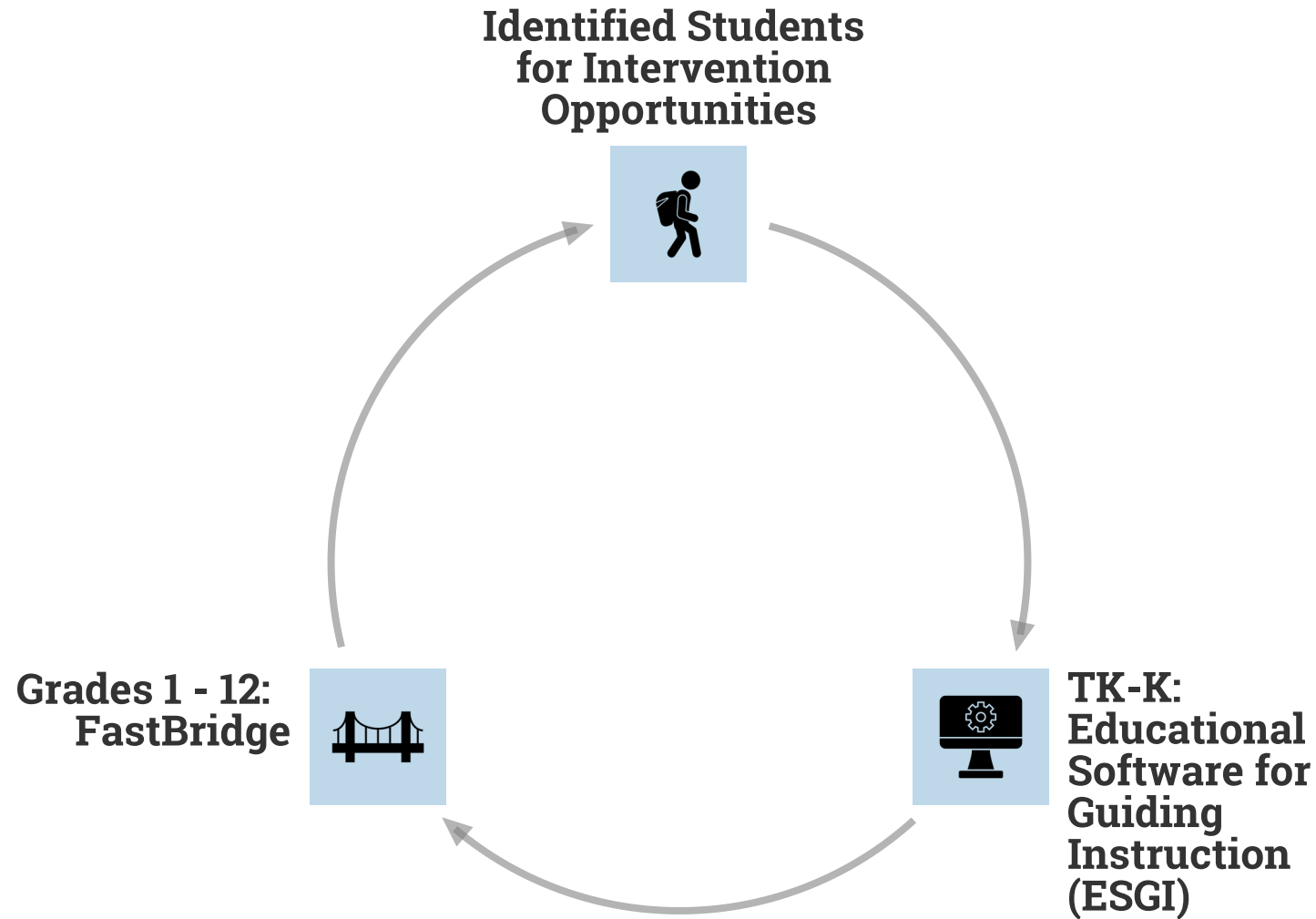
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- 1 All students will receive daily live interaction for the purpose of instruction, assessing progress, and maintaining school connectedness.**
- 2 Student-Teacher daily live interaction 5 days per week**
- 3 Instructional minutes exceed state of California COVID-19 requirements**
- 4 Instructional content will be based on California state standards and will be grade level appropriate**
- 5 Syllabi and information sheets posted by first day of instruction**
- 6 Weekly instructional calendars for elementary students**

# Learning Management and Online Curriculum



# Universal Screening to Identify Learning Gaps



# Universal Screening to Identify Learning Gaps

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## August 14 - 21: Elementary

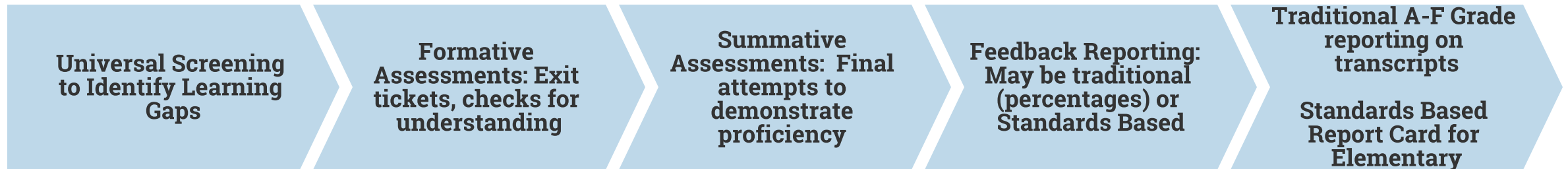
- Elementary Schools on Monday Common Learning Day Schedule August 14-21
- Purpose is to assess learning gaps, especially those exacerbated by the suspension of in-person learning
- Teachers will administer this assessment via FastBridge Grades 1-5 or Educational Software for Guiding Instruction (ESGI) in Transitional Kindergarten and Kindergarten.

## August 13 - September 11: Secondary

- Universal screening in Secondary for English Language Arts and Math
- During regularly scheduled classes
- No change in bell schedule

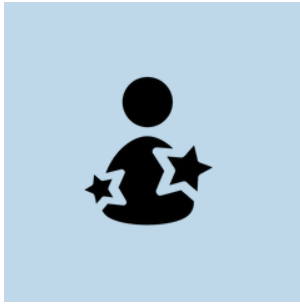
# Assessment and Grading in Remote Learning

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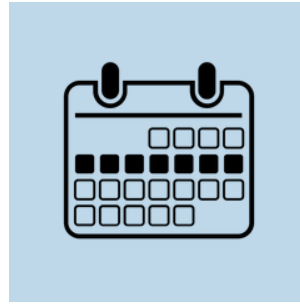
# Special Education

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## Working with Special Needs Students

Recognize that every student's needs are different and will be responsive to those needs depending on the circumstances and situation.



## Week of August 10 Information:

- Student Assessments
- Delivery of IEP Related Services
- IEP implementation and support
- Progress monitoring



## IEP Meetings and Services

IEP direct services and meetings will be provided in a remote setting

# Agenda

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**1 Current Considerations**

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**8 Other Information**



# Professional Development (PD)

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- **Collaboration between District and Employee Bargaining Units**
- **Week of July 27: Over 1500 certificated and classified staff participants**
- **Over 5000 hours of Professional Development**
- **50 trainers from SRVUSD staff**
- **August 10, 11, 12: PD Days for all staff**
- **August 13, 14: Minimum days to enable site and district PD in afternoons**



# Agenda

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# The First Day of School

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# What Do I Do on the First Day of School?

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**Every school website will include a direct hyperlink to our online learning platforms**

# Preparing for the First Day of School

All District Students

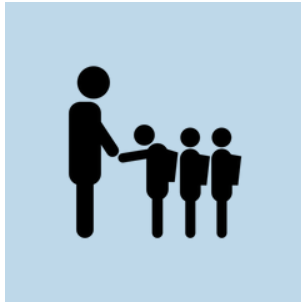


## Monday, August 10

All families will receive an email with detailed instructions on logging in for the first day of school.

# First Day Information from Teachers

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## Elementary

- Classroom expectations
- Remote learning platform information
- Contact information



## Secondary

- Class syllabus
- Remote learning platform information
- Contact information
- Grading and assessment policy

# Attendance

---

- 1 Attendance taken every day in elementary, every period in secondary via google meet.**
- 2 Attendance taken again at the end of every school day in elementary.**
- 3 Students must participate in daily instruction to be considered in attendance for the day.**
- 4 Absent students should call in to school attendance line.**

# Agenda

---

**1 Current Considerations**

**2 Remote Teaching and Learning**

**3 Professional Development**

**4 First Week Logistics**

**5 Technology**

**6 Parent Support**

**7 Social Emotional Supports**

**8 Other Information**



# Technology Tools for Remote Teaching

---



## **Screencastomatic**

Create engaging videos  
and tools



## **Padlet**

Foster online discussion  
between teachers and  
students



## **FlipGrid**

Enables peer to peer  
collaboration



## **Other Tools**

As need arises, other tools  
will be utilized

# Technology Support and Help

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## Technology Requirements for Participation:

- Students will need a device with a keyboard and internet access
- SRVUSD will provide a device and internet connectivity
- Currently distributing devices to responses from June 17 Declaration Form



## Technology Support:

- Families who indicated a need for technology will be contacted this week with instructions for device pickup.
- Devices will be available at sites during the week of August 10



## Visit [parentithelp.srvusd.net](https://parentithelp.srvusd.net) to:

- Request a student device
- Search for solutions in our knowledge base
- Submit a request (work order) for technology help
- Track your existing request for help

# Agenda

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**1 Current Considerations**

**2 Remote Teaching and Learning**

**3 Professional Development**

**4 First Week Logistics**

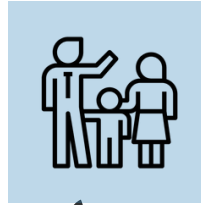
**5 Technology**

**6 Parent Support**

**7 Social Emotional Supports**

**8 Other Information**

# Parent Support and Resources



- **On SRVUSD Website (available August 6):**
  - Parent Guide to Remote Learning (August 6)
  - Links to videos with step by step instructions on our learning platforms
  - Comprehensive social emotional resources
- **All personnel at sites available to help**  
Student Support: Counselors, teachers administration  
Office Support: All front office staff

# Agenda

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**1 Current Considerations**

**2 Remote Teaching and Learning**

**3 Professional Development**

**4 First Week Logistics**

**5 Technology**

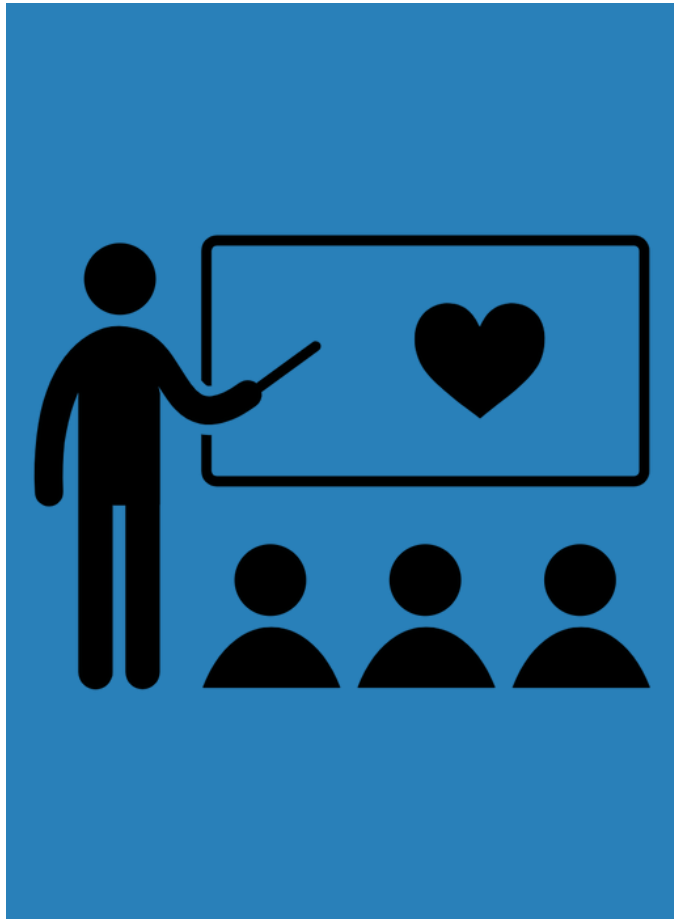
**6 Parent Support**

**7 Social-Emotional and Equity**

**8 Other Information**

# Social-Emotional Support for Students

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- **Counselors and mental health support professionals prepared to support students remotely**
- **Staff, student and family social- emotional resources available on comprehensive website (available Monday, August 10)**
- **School Counseling and Intervention Program (SCIP) Counseling in collaboration with Discovery Counseling Center**

# Equity-Diversity-Inclusion

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## Management Retreat

July 23 management retreat focused on equity within the SRVUSD



## Equity-Climate Committees and Task Forces

Greater coordination between equity focused groups



## Rubric Focused

Work centered around Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in SRVUSD



## Equity Coordinator to facilitate Inter-Department equity work



## Continued partnership with Rising Black Scholars



## Student Advisory meetings



## Focus on college and career readiness

# Continued Communication

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## Weekly Updates

Weekly informative emails



## Question and Answer Session

Thursday, August 6 at 9 a.m.

District YouTube Channel



## [srvusd.net/reopeningtogether](https://srvusd.net/reopeningtogether)

Frequently Asked Questions

All Communications

Forms



# Reopening Together: A Family Guide to Remote Learning

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San Ramon Valley Unified School District  
Fall 2020



On behalf of the San Ramon Valley Unified School District it is my pleasure to welcome our families to the new school year. Though we begin this year in an unconventional manner, we remain committed to providing our students with a quality education. Your teachers, principals, and all District staff have been working hard to make sure that every student has the opportunity to succeed in a new environment.

We hope that you find this publication helpful. It is intended to house all the information that you might need in order to support your student(s) in remote learning.

Thank you for the role that you play, for the work you continue to do, and for the sacrifices that you have had to make. We are navigating these waters alongside one another for the good of our students. We wish you and your student(s) a successful 2020-21 school year!

Sincerely,

Dr. John Malloy, Superintendent

# Table of Contents

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**1** Preparing for Remote Learning

**2** Bell Schedules

**3** Remote Learning

**4** Special Education

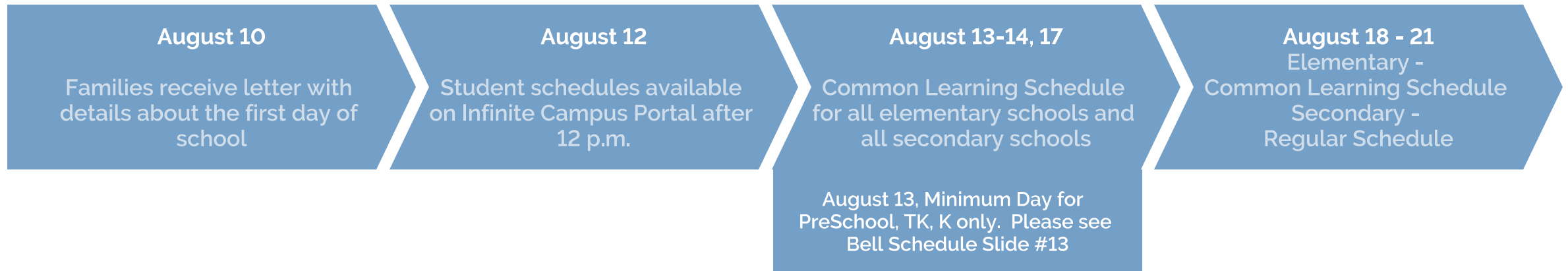
**5** Support and Help

**6** Child Nutrition

**7** Other Information

# Preparing for Remote Learning:

## First Week Timeline



# Preparing for Remote Learning:

## What does my student need at home?



### Device

All students will need a device capable of logging on to the internet. It is highly recommended that students have a device with a keyboard.



### Internet Access

All students will need internet access in order to successfully access the remote learning curriculum.



### School Supplies

All students will need basic school supplies (pens, pencils, paper) in order to participate in remote learning. Some schools may send a list of recommended supplies.



### Textbooks and other school based materials.

Textbooks and other school owned supplies will be loaned to students by the school. School sites will arrange pickup dates and times.



### Workspace

We recommend that students have a clean, well lit, and distraction free space in order to work and learn.

In all cases, any materials which are required, such as a device or internet access, will be provided according to need. Please see Slide #6

# Preparing for Remote Learning:

## What if I need required materials?

**I filled out the declaration form and said I needed a device:**

Families who filled out the declaration form and requested a device will be contacted by their resident school or program to arrange a pickup

**I filled out the declaration form and said we needed internet access:**

Families who indicated a need for internet access on the declaration form will receive an email from the District with further instructions.

**I did not indicate on the declaration form that I needed a device, but still need a device or internet access:**

Families in need of a device or internet access for remote learning should visit [parentithelp.srvusd.net](https://parentithelp.srvusd.net).

**We do not have the required supplies at home and need those provided to us:**

Students in need of required school supplies should contact their resident school or program, and they will assist you.

# Preparing for Remote Learning:

## Attendance



Daily attendance will be taken by teachers. Students are expected to attend the entire day remotely.



Attendance in elementary classes will be taken at the beginning and end of each school day.



Attendance in middle and high schools will be taken at the beginning and end of each period.



Student absences should be called in to each school's attendance line.

This number can be found on your school's webpage.

# Preparing for Remote Learning:

## Student Schedules

All student schedules will be available in the Infinite Campus Portal after 12 p.m. on August 12.

School sites will only be able to assist with schedule errors. We will not be able to accommodate teacher requests at this time.

Due to health and safety considerations during COVID-19, please do not go to the school campus. Email or call the school for first day help.



# Preparing for Remote Learning:

## First Day Login for Grade TK - 2



### Monday, August 10:

All families receive letter from the District with First Day of School Instructions

### Wednesday, August 12:

Families will receive link to Zoom or Google Meet, Seesaw URL and class code from their teacher

### Thursday, August 13:

Students join Zoom or Google Meet and teachers will lead students through Seesaw process

# Preparing for Remote Learning:

## First Day Login for Grades 3 - 12



**Monday, August 10:**

All families receive letter with First Day of School Instructions

**Wednesday, August 12:**

Students log in to [classroom.google.com](https://classroom.google.com) and click 'join' for each class

**Thursday, August 13:**

Log in to Google Classroom. Click the Google Meet link when class starts

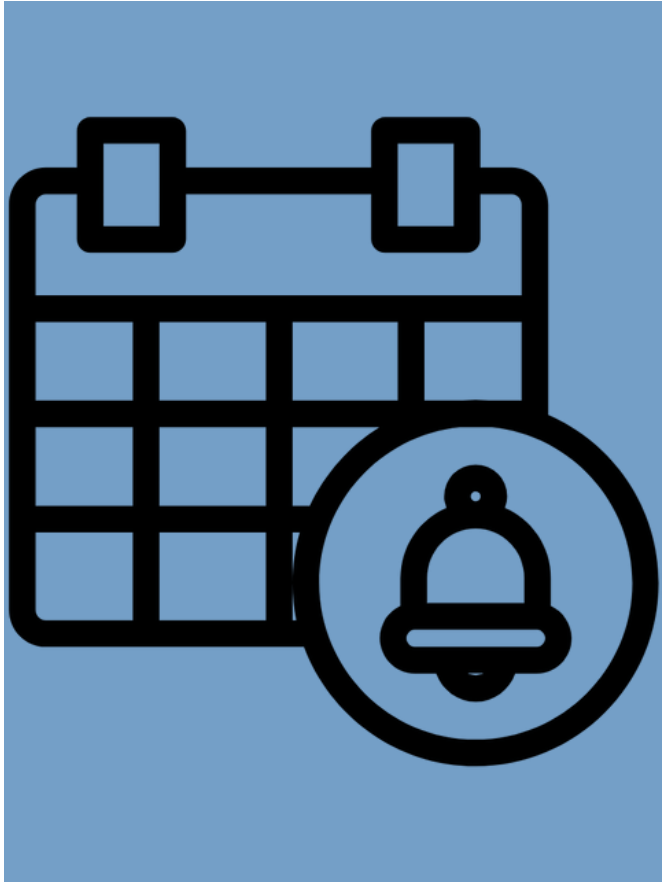
# Bell Schedules:

## Important Information

- All schools will have uniform schedules across grade levels. Should we transition to in-person or hybrid learning at any point throughout the school year, schedules will remain the same.
- School schedules have been designed to emulate a regular school day as much as possible.
- Blocks and learning time may include a combination of direct instruction, collaborative work, small-group support, and independent learning.
- Independent learning is defined as the time students spend outside the remote learning classroom completing assigned activities.
- Student support time is built in to all schedules. This time is meant for teachers to support students through small group, tutoring, social-emotional learning, office hours, or any other way a student may need support. No whole group instruction will take place during this time.

# Bell Schedules:

## Common Learning Days and Teacher Collaboration Time



- Monday is a Common Learning Schedule day for all students
- On Wednesdays, Middle School students will begin instruction at 9:40 a.m. This late start day allows for additional teacher collaboration.
- For middle school students, teachers will be available Friday mornings from 8:15 - 9:40 a.m. for as-needed individual and small group student support. This support time will not be listed on your child's schedule.
- Common Learning Days incorporate teacher collaboration, preparation for the week ahead and professional development time, allowing our staff to continue developing high quality instruction.

# PreSchool, Transitional Kindergarten, Kindergarten Remote Bell Schedules

## Monday Common Learning Schedule

Time	Minutes	Period Schedule
8:00-11:30	210	Learning**
11:30-12:00	30	Lunch

**\*Additional Dates for Common Learning Schedule**  
August 14, 18, 19, 20, 21

## Minimum Day Schedule\*

Time	Minutes	Period Schedule
8:00-10:30	150	Learning**
10:30-11:00	30	Lunch

**\*Additional Dates for Minimum Day Schedule**  
August 13  
September 15  
October 5, 6, 7, 8, 9  
January 26  
March 10, 11, 12, 23  
June 3

## Regular Schedule Tuesday-Friday

	Minutes	Tuesday	Wednesday	Thursday	Friday
8:00-11:30	210	Learning**	Learning**	Learning**	Learning**
11:30-12:00	30	Lunch			
12:00-1:00	60	Student Support*	Student Support*	Student Support*	Student Support*

For students who have both CEIA/SDC preschool programs, their programs will be split between the 8:00-11:30 am time frame (105 minutes each).

\*Student Support may consist of teacher access, parent conferences, tutorials, and small group learning. No whole group instruction will occur during this time.

\*\*Learning: Each block may include a combination of direct instruction, collaborative work, small-group support, and independent learning. Independent learning is defined as the time students spend outside the remote learning classroom completing assigned activities.

# Grades 1-5 Elementary Remote Bell Schedules

Monday Common Learning Schedule*		
Time	Minutes	Period Schedule
8:00-8:15	15	Morning Meeting
8:15-9:05	50	Learning **
9:05-9:55	50	Learning **
9:55-10:10	15	Break
10:10-11:00	50	Learning **
11:00-11:30	30	Lunch
11:30-12:30	60	Student Support*
12:30- 2:25	Teacher Professional Development & Collaboration	

## \*Additional Dates for Common Learning Schedule

August 13, 14, 18, 19, 20, 21

September 15

October 6, 7, 8, 9

January 26

March 10, 11, 12, 23

June 3

Regular Schedule Tuesday-Friday					
	Minutes	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15-9:05	50	Learning**	Learning**	Learning**	Learning**
9:05 - 9:55	50	Learning**	Learning**	Learning**	Learning**
9:55 - 10:10	15	Break			
10:10-11:00	50	Learning**	Learning**	Learning**	Learning**
11:00-11:30	30	Lunch			
11:30-12:20	50	Learning**	Learning**	Learning**	Learning**
12:20-1:10	50	Learning**	Learning**	Learning**	Learning**
1:10- 2:00	50	Learning**	Learning**	Learning**	Learning**
2:00-2:25	25	Student Support*	Student Support*	Student Support*	Student Support*

\*Student Support may consist of teacher access, parent conferences, tutorials, office hours, and small group learning. No whole group instruction will occur during this time.

\*\*Learning: Each block may include a combination of direct instruction, collaborative work, small-group support, and independent learning. Independent learning is defined as the time students spend outside the remote learning classroom completing assigned activities.

## Middle School Remote Bell Schedules

Monday Common Learning Schedule\*

Time	Minutes	Period Schedule
8:15 - 8:50	35	Period 1
8:50-8:55	5	Passing
8:55 - 9:30	35	Period 2
9:30-9:35	5	Passing
9:35- 10:10	35	Period 3
10:10 - 10:20	10	Brunch/Passing
10:20- 10:55	35	Period 4
10:55 -11:00	5	Passing
11:00- 11:35	35	Period 5
11:35-12:05	30	Lunch
12:05 - 12:10	5	Passing
12:10-12:45	35	Period 6
12:45-12:50	5	Passing
12:50-1:25	35	Period 7
1:25 - 2:45	Teacher Professional Development & Grade Level Collaboration	

**\*Additional Dates for Common Learning Schedule**

Aug. 13, 14 | Sept. 15 | Oct. 6, 7, 8, 9 | Jan. 26  
March 10, 11, 12, 23 | June 3

Regular Schedule Tuesday-Friday

Time	Minutes	Tuesday	Wednesday	Thursday	Friday
8:15 - 9:30	75	Period 1	Teacher Collaboration	Period 1	As-Needed Student Support**
9:30 - 9:40	10	Passing	Passing	Passing	Passing
9:40 - 10:55	75	Period 3	Period 2	Period 3	Period 2
10:55 - 11:05	10	Passing	Passing	Passing	Passing
11:05 - 12:20	75	Period 5	Period 4	Period 5	Period 4
12:20 - 12:50	30	Lunch			
12:50 - 1:00	10	Passing	Passing	Passing	Passing
1:00 - 2:15	75	Period 7	Period 6	Period 7	Period 6
2:15 - 2:45	30	Student Support*	Student Support*	Student Support*	Student Support*

\*Student Support: non-instructional support period for SEL, parent conferences, intervention, tutorial, make up, study hall, etc. attached to 6th/7th period classes. Roll is taken.

\*\* As-Needed Student Support will be arranged by the classroom teacher. It is not a scheduled class and attendance is not mandatory.

Each period is 75 minutes and may include a combination of direct instruction, collaborative work, small-group support, and individual work time with teacher feedback. All students may be assigned independent learning. Independent learning is defined as the time students spend outside the remote learning classroom completing assigned activities.



# High School Remote Bell Schedules

Monday Common Learning Schedule\*

Time	Minutes	Period Schedule
8:30 - 9:05	35	Period A
9:05 - 9:10	5	Passing
9:10 - 9:45	35	Period 1
9:45 - 9:50	5	Passing
9:50 - 10:25	35	Period 2
10:25 - 10:35	10	Brunch + Passing
10:35 - 11:10	35	Period 3
11:10 - 11:15	5	Passing
11:15 - 11:50	35	Period 4
11:50 - 12:20	30	Lunch
12:20 - 12:25	5	Passing
12:25 - 1:00	35	Period 5
1:00 - 1:05	5	Passing
1:05 - 1:40	35	Period 6
1:40 - 3:00	Teacher Professional Development & Grade Level Collaboration	

**\*Additional Dates for Common Learning Schedule**  
Aug. 13, 14 | Sept. 15 | Jan. 26 | March 23 | June 3

Regular Schedule Tuesday-Friday

	Minutes	Tuesday	Wednesday	Thursday	Friday
8:30- 9:15	45	Period A	Period A	Period A	Period A
9:15-9:20	5	Passing	Passing	Passing	Passing
9:20 - 10:45	85	Period 1	Period 2	Period 1	Period 2
10:45 - 10:55	10	Passing	Passing	Passing	Passing
10:55 - 11:30	35	Student Support*	Student Support*	Student Support*	Student Support*
11:30 - 12:00	30	Lunch			
12:00- 12:05	5	Passing	Passing	Passing	Passing
12:05 - 1:30	85	Period 3	Period 4	Period 3	Period 4
1:30- 1:35	5	Passing	Passing	Passing	Passing
1:35 - 3:00	85	Period 5	Period 6	Period 5	Period 6

\*Student Support: non-instructional support period for SEL, intervention, tutorial, make up, study hall, etc. attached to 1st/2nd period classes. Roll is taken.

Each period is 85 minutes (with the exception of A period which is 90 minutes) and may include a combination of direct instruction, collaborative work, small-group support, and individual work time with teacher feedback.

All students may be assigned independent learning. Independent learning is defined as the time students spend outside the remote learning classroom completing assigned activities.



# Adult Transition: Del Amigo

## Remote Bell Schedules

Monday Common Learning Schedule\*

Time	Minutes	Period Schedule
8:55-10:00	65	Learning
10:00-10:10	10	Break
10:10-11:15	65	Learning
11:15-11:25	10	Break
11:25-12:30	65	Learning
12:30-1:00	30	Teacher Lunch
1:00-3:00	Teacher Professional Development & Grade Level Collaboration	

Regular Schedule Tuesday-Friday

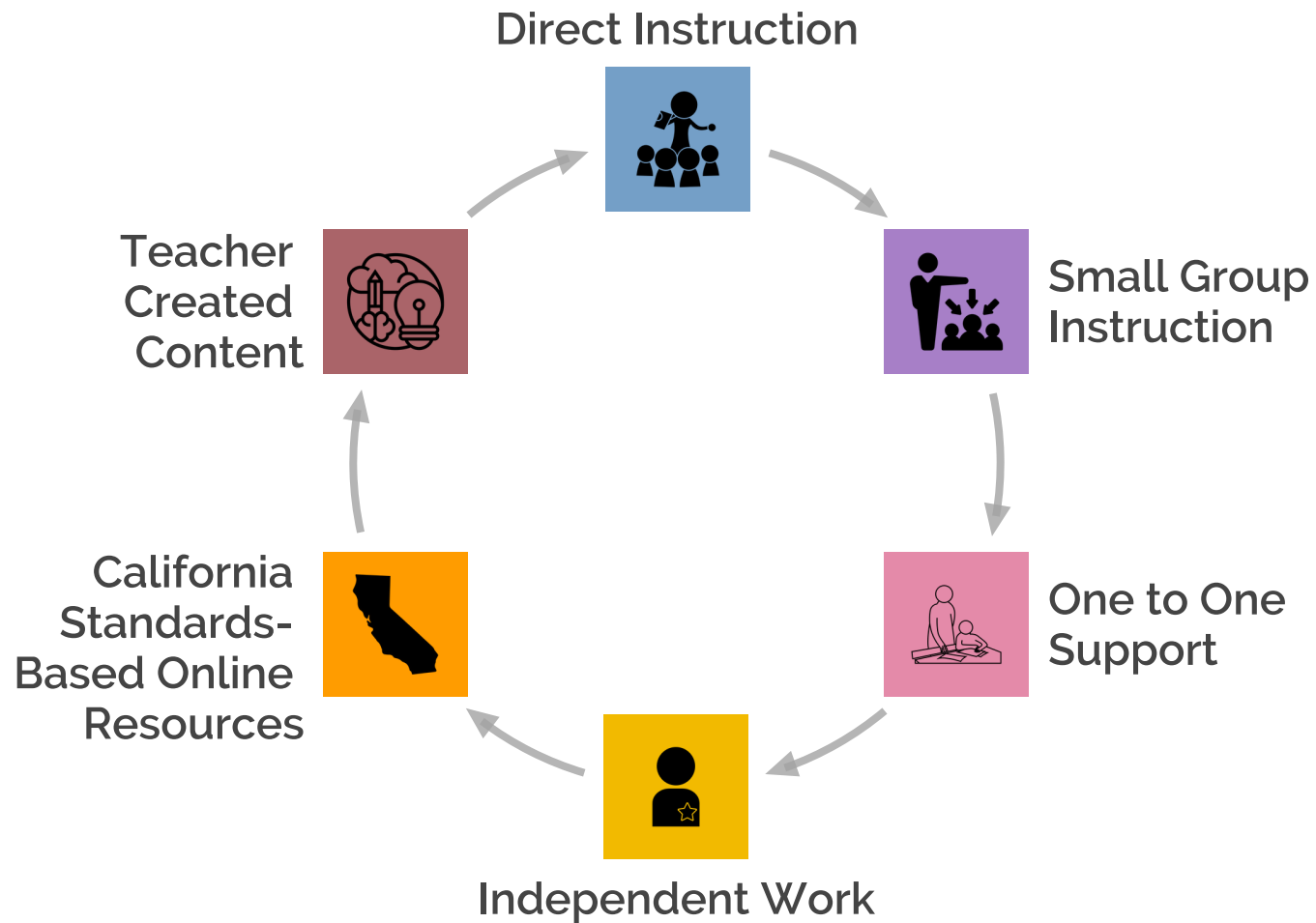
	Minutes	Tuesday	Wednesday	Thursday	Friday
8:55-10:15	80	Learning	Learning	Learning	Learning
10:15-10:25	15	Break			
10:25-11:45	80	Learning	Learning	Learning	Learning
11:45-11:55	30	Lunch			
11:55-1:15	80	Learning	Learning	Learning	Learning

**\*Additional Dates for Common Learning Schedule**

Aug. 13, 14 | Sept. 15 | Jan. 26 | March 23 | June 3

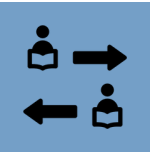
# Remote Learning:

Remote Learning will incorporate the following elements into the virtual classroom:



# Remote Learning:

What kind of interaction can we expect during student learning time?

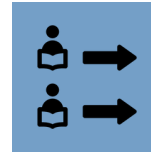


## Asynchronous Instruction

- \* Materials, online platforms, assessments and/ or assignments which are accessed independently
- \* May not include the presence of a teacher

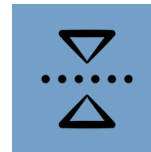


Expect approximately 50% of time in each setting



## Synchronous Instruction

- \* Remote teaching interactions between a teacher and a student
- \* Real time, live interactions between teacher and student(s)
- \* May include whole group, small group, or individualized instruction



Ratio of synchronous to asynchronous similar to an in-person setting

# Remote Learning:

## Learning Management Platform Information

- In an attempt to provide a simple and accessible learning platform for our students, all students will use one website as a learning 'hub' where they can find assignments, contact their teacher, and receive school work and other learning materials.
- All learning platforms and programs will be accessible through an icon located on their school site's webpage.
- Other California Standards-based online curriculum will be used to supplement online learning.
- Student progress information can be found on Seesaw (preschool - grade 2), Google Classroom updates (grades 3-5) or Infinite Campus portal (grades 6-12).
- Teachers will no longer use School Loop for posting materials, assignments and grades.



# Remote Learning:

## Learning Hubs



Students in preschool through 2nd grade will use SeeSaw learning as their learning hub.

[Click here for a parents' guide to Seesaw.](#)



Google Classroom

Students in Grades 3 - 12 will use Google Classroom as their centralized hub for all classes.

[Click here for a parents' guide to Google Classroom.](#)

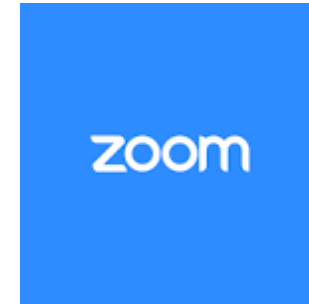
# Remote Learning:

## Virtual Interaction



### Google Meet

- All Google classrooms will include links to Google Meet
- Links can be found in the header of the Google Classroom



### Zoom Meetings

- Some teachers may use Zoom for their class meetings or for virtual interaction
- Zoom can be downloaded onto devices or used through a web browser such as Chrome or Safari

# Remote Learning: Elementary Online Curriculum

In addition to the SRVUSD's California Standards-Based adopted curriculum, teachers in the District may use the following online curriculum programs as supplements.



Lexia will be used to supplement literacy instruction at the elementary levels. Teachers will provide login information as necessary.



Zearn will be used to supplement Math Instruction at the elementary levels. Teachers will provide login information as necessary.

Other online supplementary curriculum may be in use by individual teachers throughout remote learning.

# Remote Learning: Secondary Online Curriculum

In addition to the SRVUSD's California Standards-Based adopted curriculum, teachers in the District may use the following online curriculum programs as supplements:



Middle and High School teachers may use Edgenuity as a California standards-based supplement to their curriculum. Login information will be provided by teachers.

Other supplementary curriculum may be used by individual classroom teachers throughout remote learning.



# Remote Learning:

## Assessment and Grades

### Feedback

Students will receive various forms of feedback on their progress towards essential standards. Feedback may be delivered in verbal, written, or electronic forms.

### Formative Assessment

Students will receive in-process evaluations of progress and learning needs. In remote learning, these may be items like exit tickets, formative quizzes, or homework reviews.

### Summative Assessment

Evaluations of student learning given at the end of a course, unit or lesson summarizing what a student has learned.

### Middle and High School Grade Reporting

Middle and High School students will receive a traditional A - F grade at the end of each reporting period during remote learning. Teachers will notify students of their method for calculating this grade.

### Elementary Grade Reporting

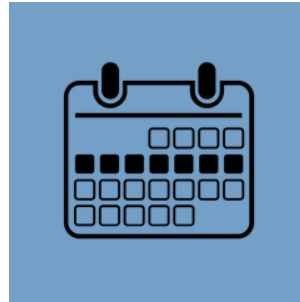
Elementary students will have their progress recorded on a Standards-based Report Card at the end of each reporting period.

# Special Education



## **Working with Special Needs Students**

The SRVUSD recognizes that every student's needs are different and will be responsive to those needs depending on the circumstances and situation.



## **Week of August 10: Families will receive a letter with details regarding:**

- Student Assessments
- Delivery of IEP Related Services
- IEP implementation and support
- Progress monitoring



## **IEP Meetings and Services**

IEP direct services and meetings will be provided in a remote setting.

# Support and Help:

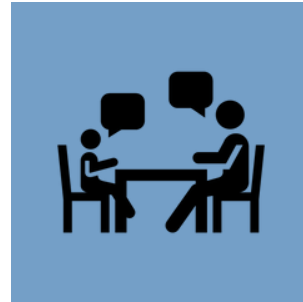
## Where do I Go for Help?



### Teacher

Questions about individual student progress and assignments

Questions about classroom specific remote learning issues



### Counselor

Social-emotional well-being questions and assistance

Scheduling questions (secondary)

Academic and social help



### Site Administration

Schoolwide issues

Unresolved classroom issues, after the teacher has been contacted

Scheduling errors (elementary)



### District Office

Districtwide questions and concerns

Unresolved school issues, after working with school site

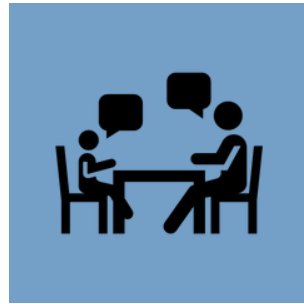
# Support and Help:

## Social-Emotional Well-Being



### Mental Health

We know that the need to be attuned to our students and their mental health is more important than ever.



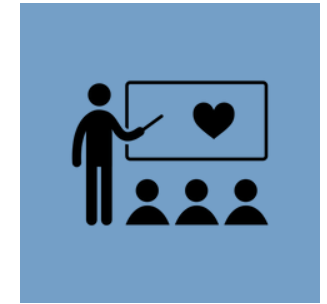
### Counselors

Counselors are available at all secondary schools to assist with your student's social-emotional needs



### Parents

We urge parents to speak to their children about their mental health and social-emotional well being and reach out to your school for help when needed.

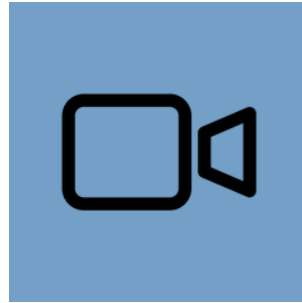


### District Resources

District resources surrounding social-emotional well-being and mental health will be posted on the District website during the week of August 10.

# Support and Help:

## Learning Management Platforms



Please see the following videos  
for support with Seesaw and  
Google Classroom:

- [An Introduction of Seesaw](#)
- [Seesaw Overview for Families](#)
- [Google Classroom Tutorial](#)

# Support and Help:

## Technology



### Parent Help Webpage

- Tech help can be found at [parentithelp.srvusd.net](https://parentithelp.srvusd.net)
- Request a student device
- Search for solutions in our knowledge base
- Submit a request (work order) for technology help
- Track your existing request for help



### Infinite Campus

- Get student ID for passwords
- Complete Annual Update with student information prior to first day of school
- Transcripts, attendance and other student specific information



### Password and Login Help

- Each school site will have a designated email address for password and login help only
- Link to login email address available on individual school websites

# Child Nutrition:

## Important Information



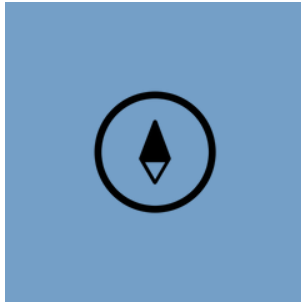
- **Thursday, August 13 and Friday August 14:** Grab and Go meal pickup at John Baldwin Elementary, Walt Disney Elementary and Gale Ranch Middle School
- All child nutrition information, including payment and menus, can be found on our [child nutrition website](#).

# Child Nutrition: Pickup Locations

Beginning Monday, August 17

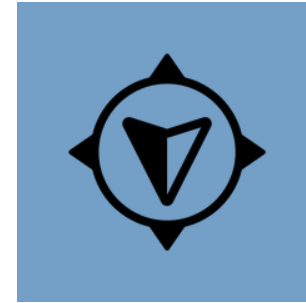
11 a.m. - 1 p.m.

Students will be assigned to one of the following pickup locations



North of Crow Canyon Rd.

- John Baldwin Elementary School
- Vista Grande Elementary School
- Diablo Vista Middle School
- Stone Valley Middle School

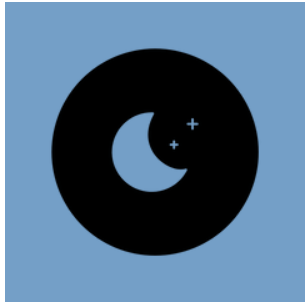


South of Crow Canyon Rd.

- Walt Disney Elementary School
- Iron Horse Middle School
- Gale Ranch Middle School
- Windemere Ranch Middle School



# Other Important Information



## Virtual Back to School Nights

All SRVUSD schools will host a Virtual Back to School Night. Dates and times will come from individual school sites.



## Instructional Calendar

SRVUSD Revised Instructional Calendar can be found [here](#).



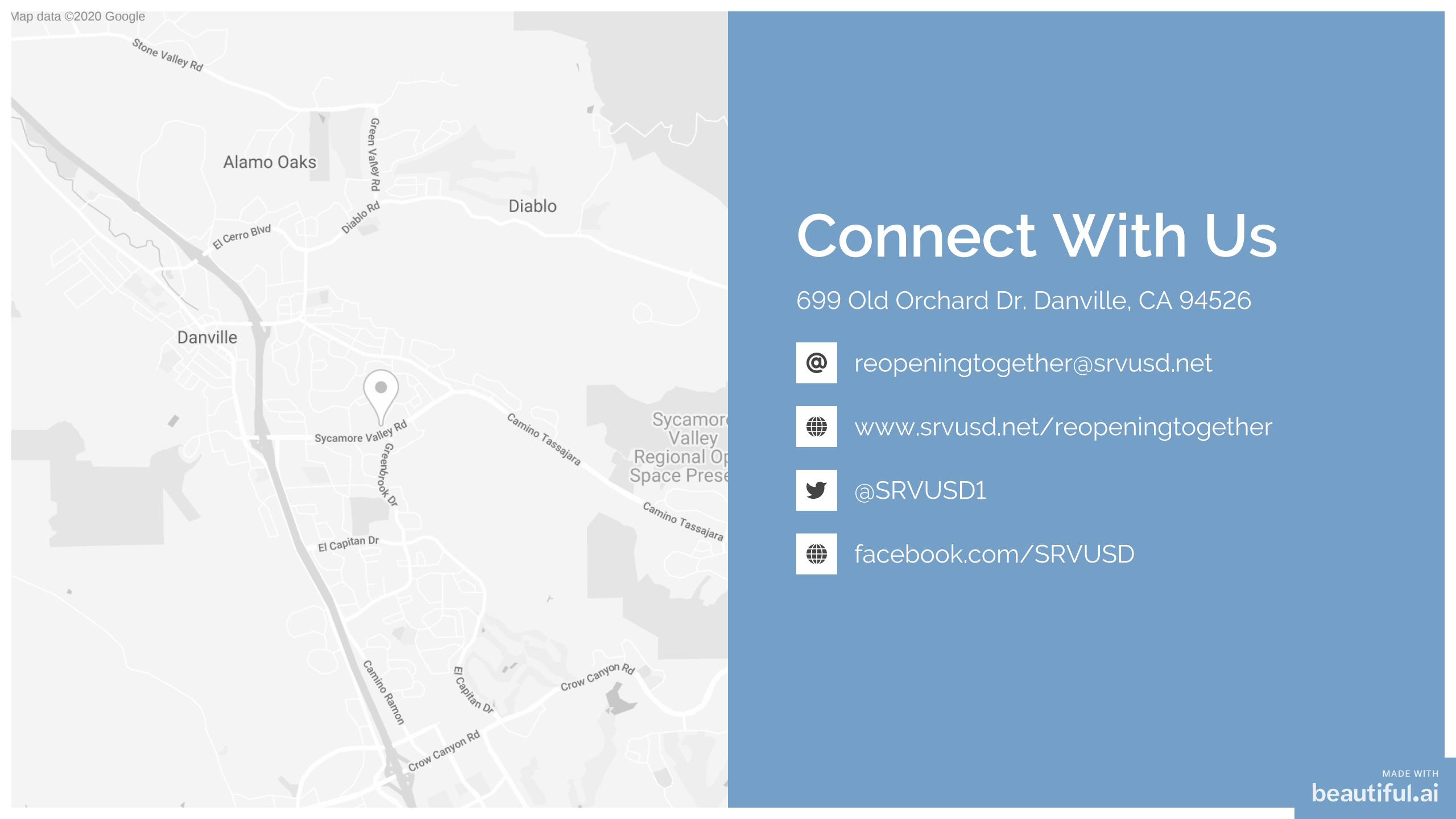
## On-Site Childcare

Information regarding on-site childcare can be found on our [website](#).



## Transportation

SRVUSD will not be providing any transportation during the course of remote learning.



# Connect With Us

699 Old Orchard Dr. Danville, CA 94526

- @ reopeningtogether@srvusd.net
- www.srvusd.net/reopeningtogether
- @SRVUSD1
- facebook.com/SRVUSD

**REOPENING  
TOGETHER**



SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**

June 9, 2020

# THREE PILLARS OF PLANNING



**SAFE AND ROBUST  
TEACHING AND LEARNING  
WITH ACCESS TO OPTIONS**



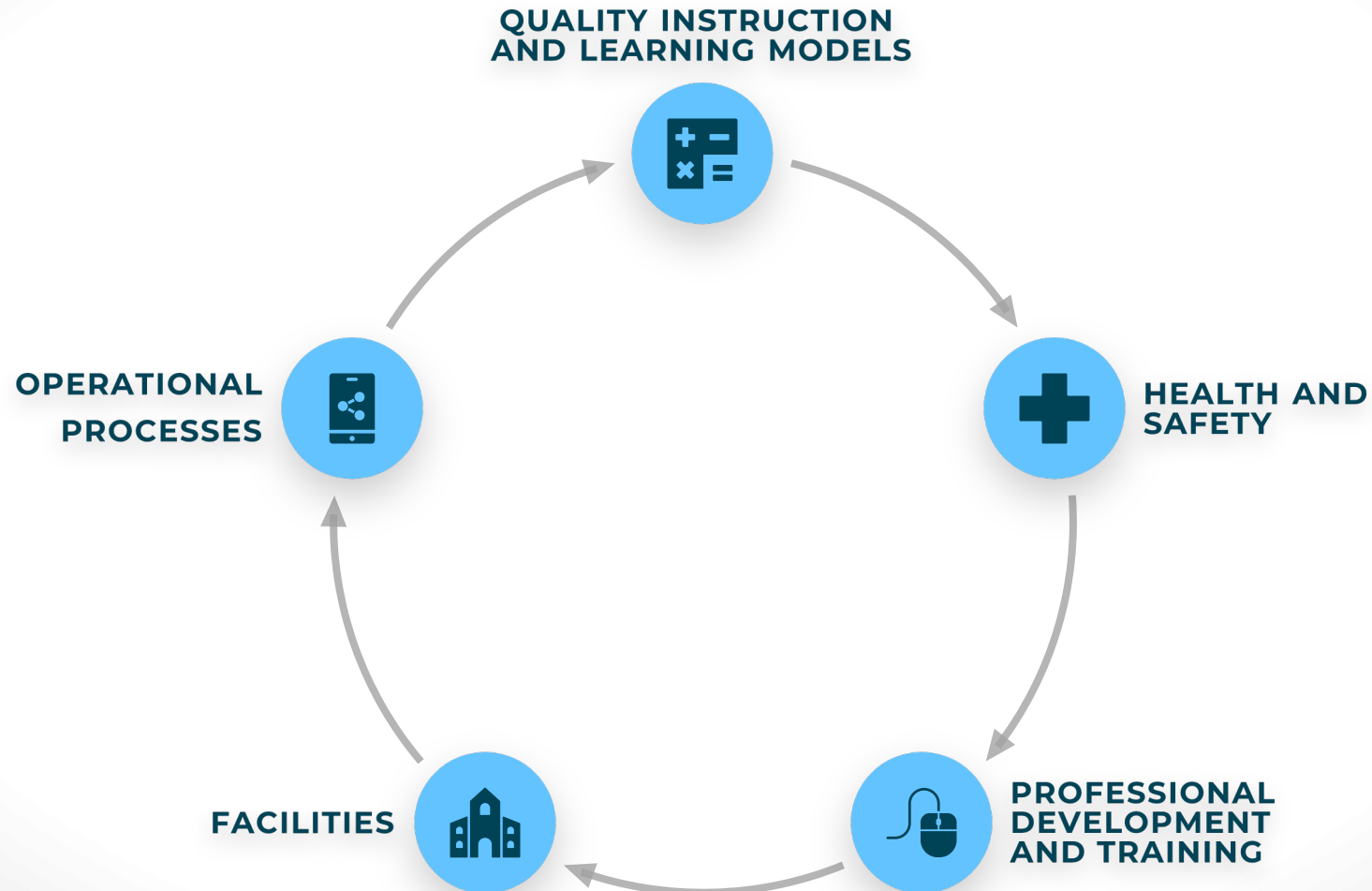
**WELCOMING  
STAKEHOLDER  
ENGAGEMENT IN THE  
PROCESS**



**REGULAR COMMUNICATION  
WITH OUR FAMILIES AND  
STAFF IN JUNE, JULY,  
AUGUST**

# **SAFE AND ROBUST TEACHING AND LEARNING WITH ACCESS TO OPTIONS**

# REOPENING 2020-2021



# QUALITY INSTRUCTION AND LEARNING MODELS

## 1 FLEXIBLE OPTIONS FOR STUDENT LEARNING

- A range of options which give families control
- All remote-learning options for students
- Hybrid remote and in-person experiences
- Small group learning
- All in-person learning

## 2 GRADING AND ASSESSMENT WHICH SUPPORT STUDENT LEARNING

## 3 INTERVENTION STRATEGIES FOR STRUGGLING LEARNERS

## 4 SPECIAL EDUCATION

# HEALTH AND SAFETY

**1 PRIORITIZING SOCIAL AND EMOTIONAL HEALTH AND WELL BEING**

**2 EFFECTIVE IDENTIFICATION OF AT-RISK STUDENTS**

**3 MORE SPECIALIZED WELLNESS SUPPORTS FOR STUDENTS IN A NEW LEARNING ENVIRONMENT**

**4 ENHANCED HEALTH AND HYGIENE PROCEDURES**



# PROFESSIONAL DEVELOPMENT AND TRAINING

**1 FLEXIBLE AND  
ACCESSIBLE OPTIONS  
FOR STAFF**

**2 TRAINING ON NEW  
TECHNOLOGIES AND  
METHODOLOGIES TO  
SUPPORT REMOTE  
LEARNING**

**3 PROVIDING  
CONSISTENT TOOLS FOR  
TEACHING IN A REMOTE  
ENVIRONMENT**

# FACILITIES

**1 REQUIRED PPE FOR STUDENTS AND STAFF**

**2 SAFE AND SANITIZED LEARNING ENVIRONMENTS AND WORKPLACES**

**3 ENHANCED HEALTH AND HYGIENE PROCEDURES**

# OPERATIONAL PROCESSES

- 1 IDENTIFYING SAFE PROCESS FOR PARTICIPATION IN STUDENT ACTIVITIES
- 2 SAFE AND HEALTHY CHILD NUTRITION

- 3 HUMAN RESOURCES PROCESSES WHICH SUPPORT HEALTH AND SAFETY FOR STUDENTS AND STAFF

# **STAKEHOLDER AND COMMUNITY ENGAGEMENT**

**IN ORDER TO REOPEN OUR  
SCHOOLS SUCCESSFULLY, STAFF,  
STUDENT AND PARENT INPUT  
IS ESSENTIAL AND WELCOMED.**

---

# STAKEHOLDER ENGAGEMENT PLAN



**ONGOING INPUT TAKEN AT [REOPENINGTOGETHER@SRVUSD.NET](mailto:REOPENINGTOGETHER@SRVUSD.NET)**

# STAKEHOLDER ENGAGEMENT



## SURVEY

Initial survey **May 29- June 5**

Survey on first draft **June 24-28**

Special Education specific surveys  
**June 15- 19**



## FOCUS GROUPS

Parent Focus Groups to be held  
**June 12, June 29**

Student Focus Groups held on  
**June 15**



## ONLINE INPUT

General input can be emailed to  
**[reopeningtogether@srvusd.net](mailto:reopeningtogether@srvusd.net)**

Input form available at:  
**[www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether)**

# SURVEYS

## INITIAL SURVEYS

Staff, student and parent surveys

*May 29-June 5*

Results on website:

*Monday June 18*

## SPECIAL EDUCATION

Specific survey to be sent to parents of special education students

*June 15-19*

## FEEDBACK SURVEY ON FIRST DRAFT

Survey on first draft of recommendations

*June 24-28*



# FOCUS GROUPS: FIRST DRAFT

**PARENT FOCUS GROUPS: JUNE 12**

**Signup:** June 10 @  
[www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether)

**STUDENT FOCUS GROUPS: JUNE 15**

**Signup:** June 10 @  
[www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether)

**FEEDBACK ON FIRST  
DRAFT FOCUS  
GROUPS: JUNE 29**

**Signup:** June 24 @ [www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether)

# ONLINE INPUT



## EMAIL

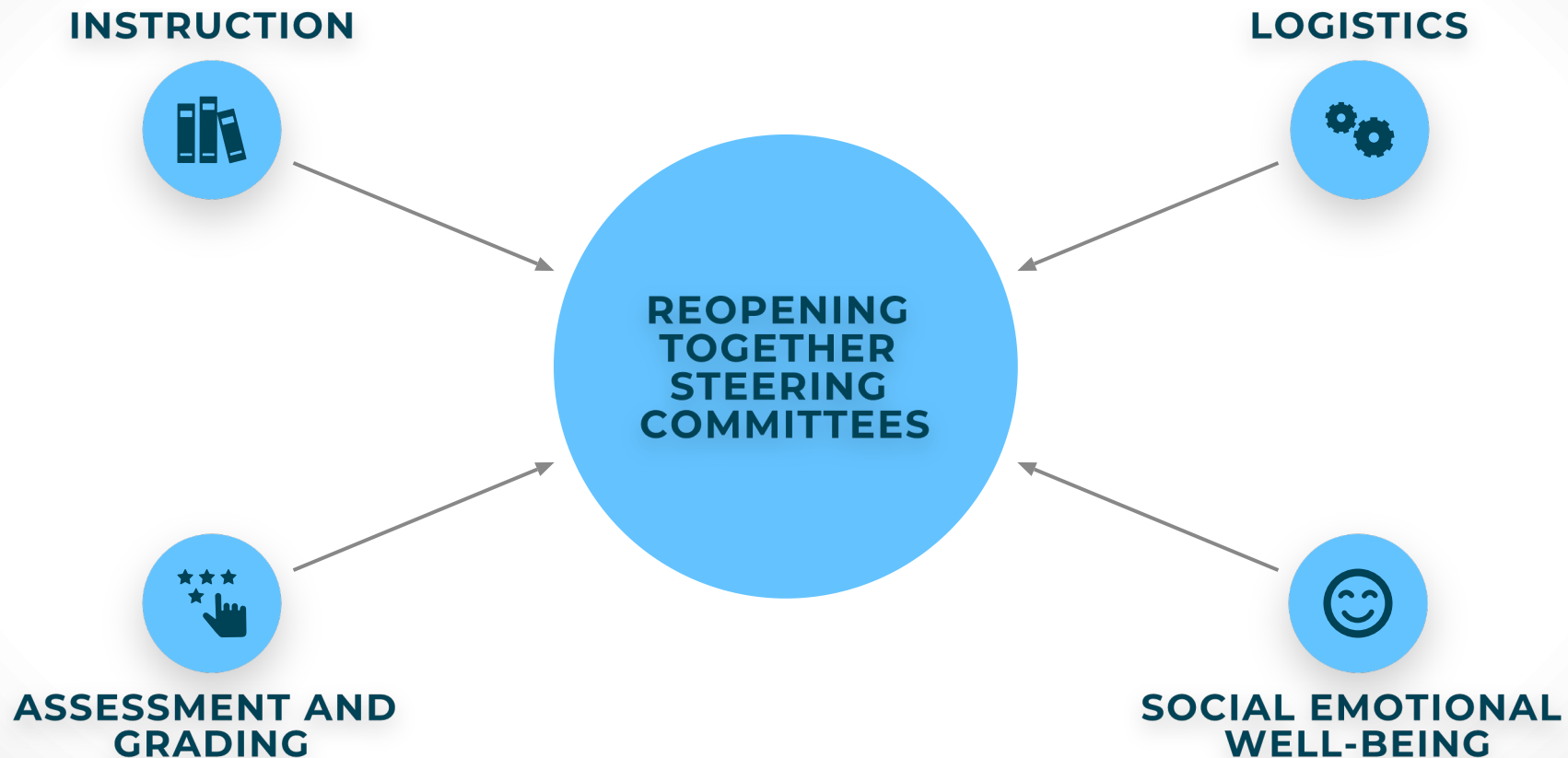
[reopeningtogether@srvusd.net](mailto:reopeningtogether@srvusd.net)



## ONLINE FORM

Open ended comment form for input submission

# STEERING COMMITTEES



Approximately 70 staff members serving on these committees from our 3 Bargaining Units.

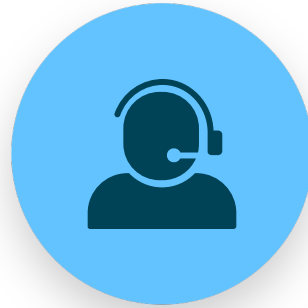
# COMMUNICATION

# COMMUNICATION



## WEEKLY UPDATES

Our community will receive weekly updates by email on our planning for 2020-2021



## ONLINE QUESTION AND ANSWER SESSIONS

Online question and answer sessions beginning on June 11.  
Two sessions later in summer.

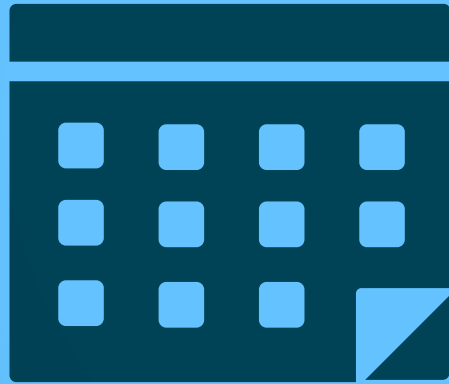
School site Question and Answer sessions in early August



## WEBSITE

All information will be kept on **[www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether)**, including up to date information, FAQs, forms

# COMMUNICATION



## WEEKLY UPDATES

The San Ramon Valley Unified School District will provide a weekly update focusing on different topics, including budget, health and safety, operations, teaching and learning, and options for parents and students. Our first update was sent on Friday, June 5.

# COMMUNICATION

**[WWW.SRVUSD.NET/REOPENINGTOGETHER](http://WWW.SRVUSD.NET/REOPENINGTOGETHER)**

- Latest information
- Frequently Asked Questions
- Input forms
- Focus Group signups



# COMMUNICATION



## ONLINE QUESTION AND ANSWER SESSIONS

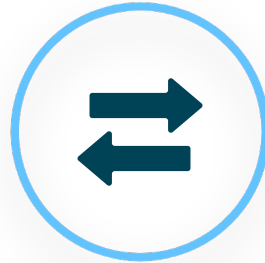
- Series of sessions answering your submitted questions
- First session on June 11
- Sessions throughout summer
- Broadcast on the SRVUSD YouTube Channel
- School site specific Question and Answer Sessions in early August



# SUMMARY



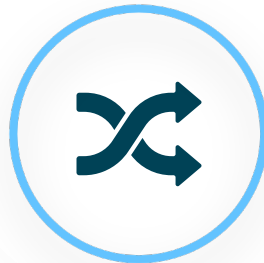
**FIRST DRAFT OF  
SPECIFIC  
RECOMMENDATIONS  
ON JUNE 23 AT  
BOARD MEETING**



**WE WELCOME  
YOUR FEEDBACK  
AND WILL  
COMMUNICATE  
WITH YOU  
REGULARLY  
THROUGH  
SUMMER**



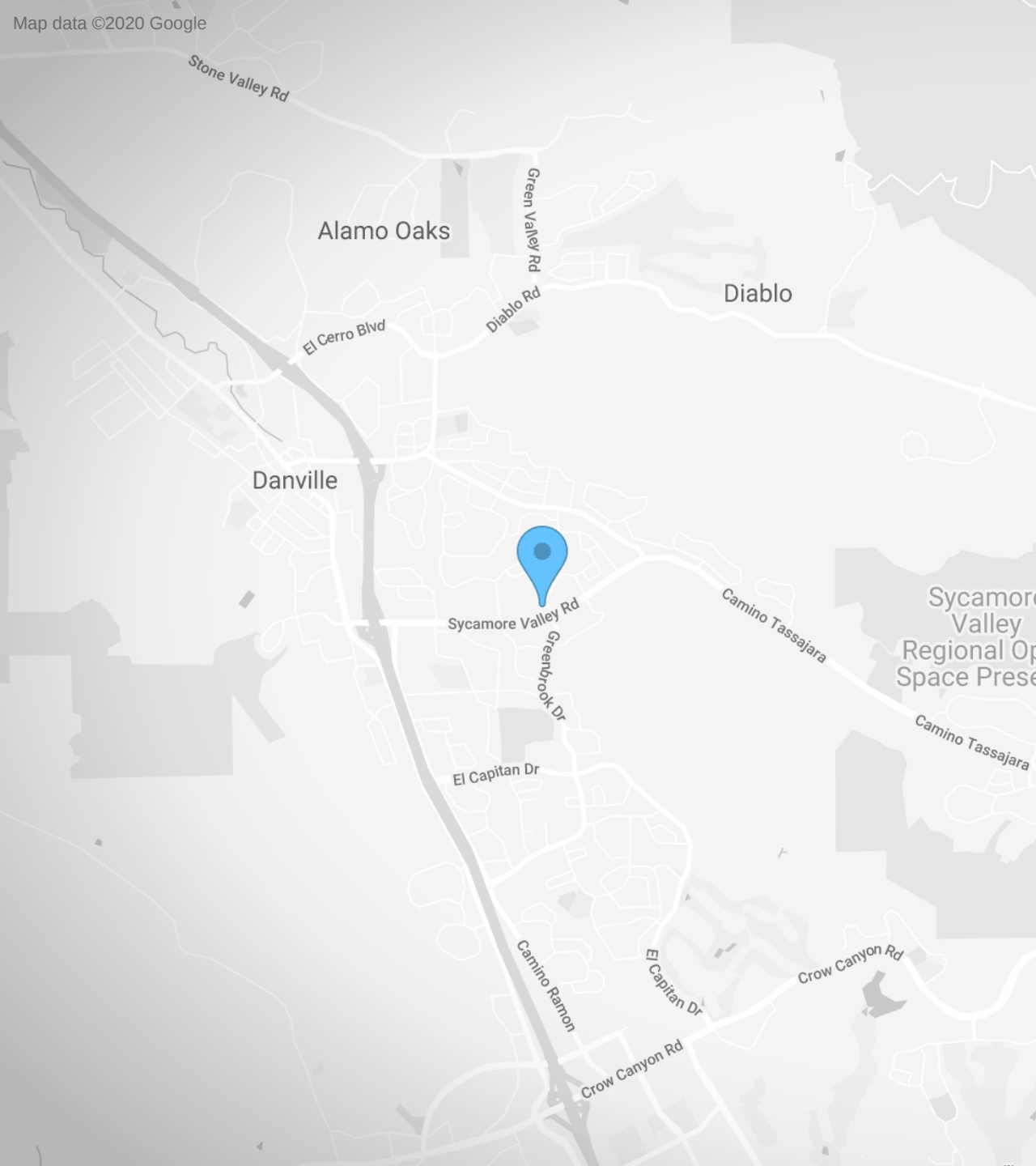
**PLANNING FOR  
AN AUGUST 11,  
2020 REOPENING**



**INFORMATION IS  
CHANGING  
CONSTANTLY**



**PLANNING  
AROUND  
FLEXIBILITY,  
CONTROL AND  
OPTIONS FOR  
OUR FAMILIES**



# CONTACT US

699 Old Orchard Dr., Danville CA 94526



reopeningtogether@srvusd.net



[www.srvusd.net/reopeningtogether](http://www.srvusd.net/reopeningtogether)



@SRVUSD1



[facebook.com/SRVUSD](https://facebook.com/SRVUSD)

# **SRVUSD Child Nutrition**

## **Meal Serving Sites and Feeder Schools**

### **Fall SY 2020-2021**

#### **SAN RAMON locations**

##### **WALT DISNEY ELEMENTARY**

California High School

Country Club Elementary

Montevideo Elementary

Neil Armstrong Elementary

Pine Valley Middle School

Walt Disney Elementary

##### **WINDEMERE RANCH MIDDLE SCHOOL**

Bella Vista Elementary

Live Oak Elementary

Windemere Ranch Middle School

##### **GALE RANCH MIDDLE SCHOOL**

Dougherty Valley High School

Gale Ranch Middle School

Hidden Hills Elementary

Quail Run Elementary

##### **IRON HORSE MIDDLE SCHOOL**

Bollinger Canyon Elementary

Coyote Creek Elementary

Golden View Elementary

Iron Horse Middle School

Twin Creeks Elementary

#### **DANVILLE/ALAMO locations**

##### **JOHN BALDWIN ELEMENTARY SCHOOL**

Charlotte Wood Middle School

Greenbrook Elementary

John Baldwin Elementary

Sycamore Valley Elementary

##### **DIABLO VISTA MIDDLE SCHOOL**

Creekside Elementary

Diablo Vista Middle School

Tassajara Hills Elementary

##### **VISTA GRANDE ELEMENTARY SCHOOL**

Del Amigo High School

Green Valley Elementary

Los Cerros Middle School

Montair Elementary

San Ramon High School

Vista Grande Elementary

##### **STONE VALLEY**

Alamo Elementary

Monte Vista High School

Rancho Romero Elementary

Stone Valley Middle School

**SRVUSD Child Nutrition**  
**Meal Serving Sites and Feeder Schools**  
**Fall SY 2020-2021**

In order to garner feedback from key stakeholders regarding remote learning, we sent surveys to parents, students and teachers. Below we provide the following: a) a link to each survey, b) a link to either all of the responses or the responses organized by domain, and c) a summary of patterns that emerged that we feel are important to highlight.

#### **PARENT REMOTE LEARNING SURVEY**

**Summary:** In the May 29, 2020 SRVUSD community update, SRVUSD asked parents [to respond to a survey](#) created by WestEd for the California Department of Education. Moreover, SRVUSD asked WestEd to add two specific SRVUSD questions to gather the parent perspective around specific learning environments and comfort level in sending their children back to a physical school site.

**Survey Responses:** For families with more than one child in SRVUSD, we asked the parents to submit another response if their children had different remote learning experiences. The number of survey responses are: K-5: 4281; 6-8: 2172; and 9-12: 2520. The number of unique family responses cannot be precisely determined; however, to submit a survey the parent clicked on a unique URL for each school. [On the question 1 data, what grade is your child in](#), the elementary, middle, and high school data shows there are responses for other grade levels. This suggests parents were also filling out another survey response for another child. Given that these numbers are low we can assume that the survey has at least 4500 unique family responses - total responses 8973 / 2.

#### [The Key Indicator Data Table](#) (Results Organized by Domain)

Survey Domain	SRVUSD Summary
Barriers to Remote Learning	<ul style="list-style-type: none"> <li>• The barriers to learning tended to be greater for our elementary students and dropped in middle and high school.</li> <li>• Access to devices, not knowing how to use remote learning software, and access to a quiet, undisturbed working space were common themes with the percentages dropping from elementary to high school.</li> </ul>
Learning from Home	<ul style="list-style-type: none"> <li>• Question 46 asked parents to rate how successful the remote learning has been for the parent and child with 10 being extremely successful. Elementary scored 5.1, middle scored 4.4, and high scored 4.2.</li> <li>• Adequate teacher instruction was rated higher in elementary (66% strongly agreed or agreed) and dropped significantly into middle (48%) and high school (48%).</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Adequate school to parent communication rated higher at elementary (52% strongly agreed or agreed) and dropped in</li> </ul>

	secondary - middle (42%) and high (43%).
Concerns	<ul style="list-style-type: none"> <li>9% of our families reported financial concerns and 48% of our middle school families and 39% of our high school families are concerned about being on track for college.</li> </ul>

#### SRVUSD added QUESTION DATA by GRADE LEVEL

Parent Survey - SRVUSD-Added Questions	
1)What type of learning environment would you like to see in August 2020?	<p>ALL GRADE LEVELS</p> <p>Traditional Schedule: 45.9%</p> <p>Hybrid Schedule: 39.7%</p> <p>Learn from Home: 14.4%</p>
2) How comfortable are you in sending your child to a SRVUSD physical school site on the first day of school	<p>ALL GRADE LEVELS</p> <p>Very Comfortable: 27.1%</p> <p>Comfortable: 38.8%</p> <p>Not Comfortable: 34.1%</p>

#### **STUDENT: ELEMENTARY** REMOTE LEARNING SURVEY

**Summary:** In early May each elementary school site sent a letter to parents asking their grade 3-5 child to provide student feedback on their remote learning experience. SRVUSD asked students [to respond to a survey](#) created by WestEd for the California Department of Education. The number of students responding to the survey are: grade 3: 537; grade 4: 534; and grade 5: 451

#### The Key Indicator Data Table (Results Organized by Domain)

Survey Domain	SRVUSD Summary
Routines	<ul style="list-style-type: none"> <li>Virtually all of the students who responded to this survey had access to 8 hours of sleep even when 63%(3rd), 60%(4th), and 50%(5th) went to bed before 10PM.</li> <li>Scores reported around physical activity where 81%(3rd), 82%(4th), and 84%(5th) reported 4 days or more of physical activity.</li> </ul>
Learning from Home	<ul style="list-style-type: none"> <li>Regarding academic motivation 84%(3rd), 88%(4th), and 88%(5th) reported most of the time or all of time as compared to 42%(3rd), 41%(4th), and 39%(5th) regarding interest in school work.</li> </ul>
Adult and Peer Relationships	<ul style="list-style-type: none"> <li>83%(3rd), 82%(4th), and 83%(5th) reported most of the time or all of the time having a caring relationship with school adults.</li> <li>92%(3rd), 88%(4th), and 85%(5th) reported their</li> </ul>

	<p>parents/guardians were involved in their schooling.</p> <ul style="list-style-type: none"> <li>• 35%(3rd), 44%(4th), and 53%(5th) reported interacting with their peers 4 days or more per week.</li> <li>• 4%(3rd), 3%(4th), and 5%(5th) reported some type of cyber bullying.</li> </ul>
Social and Emotional Health	<ul style="list-style-type: none"> <li>• 7%(3rd), 7%(4th), and 8%(5th) reported yes most of the time or yes all of the time feeling sad.</li> <li>• 70%(3rd), 66%(4th), and 68%(5th) reported yes most of the time or yes all of the time that they could solve their problems.</li> </ul>

#### **STUDENT: SECONDARY REMOTE LEARNING SURVEY**

**Summary:** In early May each secondary school site sent an email to their students asking for feedback on their remote learning experience. SRVUSD asked students to respond to a survey created by WestEd for the California Department of Education. The number of students responding to the survey are: grade 6-8: 2923 and grade 9-12: 2292

#### The Key Indicator Data Table (Results Organized by Domain)

Survey Domain	SRVUSD Summary
Routines	<ul style="list-style-type: none"> <li>• Students in bed before 11 trended downward with 11% of 12th graders in bed before 11PM.</li> <li>• Physical exercise also trended downward (150 minutes of moderate-intensity or 75 minutes of vigorous-intensity ) with 71% of 12th graders meeting this standard.</li> </ul>
Learning from Home	<ul style="list-style-type: none"> <li>• Academic motivation trended downward where 68% of 6th graders and 41% of 12 graders agree or strongly agree.</li> <li>• Interest in school work trended downward where 36% of 6th graders and 19% of 12th graders agree or strongly agree.</li> </ul>
Adult and Peer Relationships	<ul style="list-style-type: none"> <li>• Cyberbullying is problematic with 10% of 6th graders and 16% of 9th graders reporting being bullied.</li> <li>• Students saying very much true or pretty much true on having a caring school adult seems low ranging from 59% of 9th graders to 82% of 6th graders and 74% of 12th graders.</li> </ul>
Social and	<ul style="list-style-type: none"> <li>• The SEL health of our secondary students is worrying.</li> </ul>

Emotional Health	<ul style="list-style-type: none"> <li>Students rating sadness, very much true or pretty much true, trended upward from 6th(20%) to 12th(53%). Social emotional distress also trended upwards 6th(20%) to 12th(42%).</li> <li>Students feeling they can work out their problems (problem solve) remained somewhat flat from 6th to 12th. Students rating very much true or pretty much true ranged from 6th(60%) to 9th(51%). <ul style="list-style-type: none"> <li>Our elementary students seem to feel they are better problem solvers regarding SEL issues.</li> </ul> </li> </ul>
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### TEACHER REMOTE LEARNING SURVEY

**Summary:** In late May the District sent an email to all certificated staff asking them to complete a [survey](#) to provide feedback on their remote teaching experience and for suggestions on fall 2020 reopening. Six hundred and thirty two teachers responded. Note: The individual comments were not summarized here but can be read in the “All Responses” document linked below.

#### [All Responses](#)

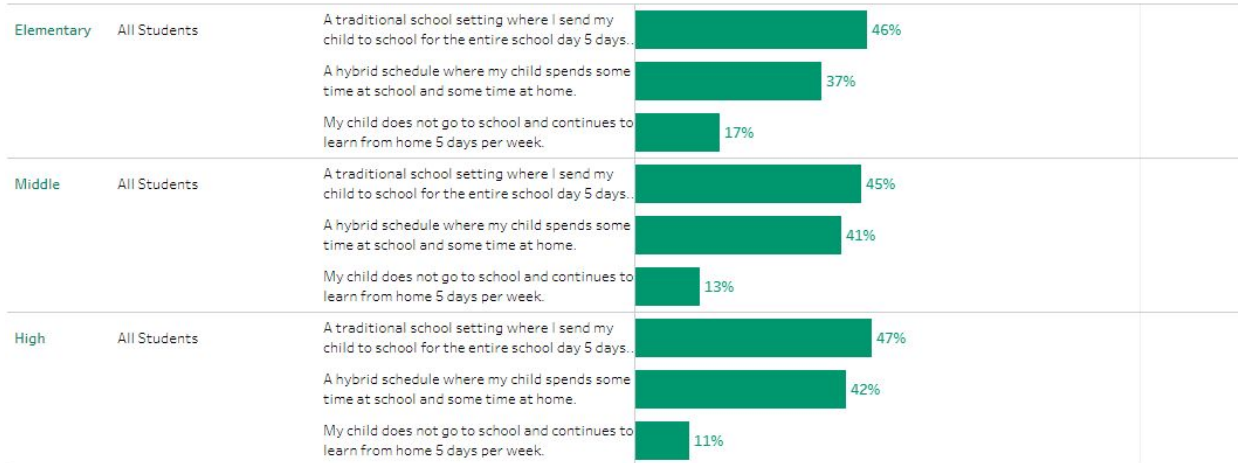
Survey Domain	SRVUSD Summary
Overall Feedback	<ul style="list-style-type: none"> <li>54% of certificated staff either disagreed or strongly disagreed that the Remote Learning Phase 2 required too much of teachers.</li> <li>Teachers indicated that they have a variety of barriers in working from home including childcare (23.4%), lack of quiet workspace (11.3%) and lack of internet/reliable internet (8.9%).</li> <li>51% of teachers rated remote learning as a 6 or above on a 10 point scale.</li> </ul>
Student Engagement	<ul style="list-style-type: none"> <li>Approximately 62% of teachers either agreed or strongly agreed that students were engaged in the learning.</li> <li>On average, 38% of teachers did not engage students in any “live teaching” throughout the week.</li> <li>Approximately 15% of teachers engaged students in “live discussions” 5 days per week.</li> </ul>
Use of Technology	<ul style="list-style-type: none"> <li>Google Classroom, Google Meet and Schoology were the most popular technology tools used among certificated staff.</li> <li>In terms of online teaching, teachers felt most confident in using technology tools to support students. They felt least confident in knowing how to support struggling students in a remote environment.</li> </ul>



**Q49. Knowing what you know about the COVID-19 situation, what type of learning environment would you like to see for your child when school opens in August 2020?**

Disaggregated by: **All students**

District: San Ramon Valley Unified | School: All



Note 1: Results are suppressed if there are less than 10 respondents.

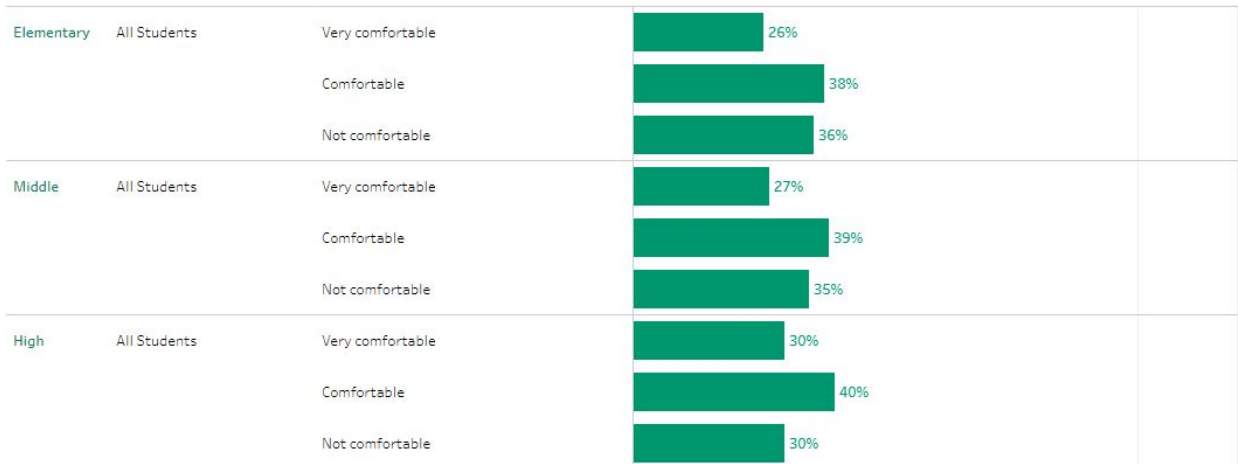
Note 2: Averages based on all students who responded to the survey and may not represent student enrollment.

Data extracted on: June 10, 2020

**Q50. Knowing what you know about the COVID-19 situation, how comfortable are you in sending your child to a SRVUSD physical school site on the first day of school (August 11, 2020)?**

Disaggregated by: **All students**

District: San Ramon Valley Unified | School: All



Note 1: Results are suppressed if there are less than 10 respondents.

Note 2: Averages based on all students who responded to the survey and may not represent student enrollment.

Data extracted on: June 10, 2020

# Disaggregated by: All students

District: San Ramon Valley Unified | School: All

Domain	Measure	Student Group	Elemen..	Middle	High	Non-tra..
Barriers to Remote Learning	Access to laptops/computers	All Students	10%	7%	4%	
	Internet access	All Students	<1%	<1%	<1%	
	Use of software	All Students	21%	18%	11%	
	Translated materials	All Students	<1%	1%	<1%	
	Space	All Students	22%	15%	11%	
	Child responsibilities	All Students	1%	2%	2%	
	Child disability	All Students	6%	7%	8%	
Learning from Home	Days did schoolwork (5 days)	All Students	84%	79%	67%	73%
	Hours did schoolwork (2 or more hours)	All Students	65%	68%	68%	18%
	Teacher Instruction <sup>1</sup>	All Students	66%	48%	48%	
	Rating of school remote learning program <sup>2</sup>	All Students	5.1	4.4	4.2	
	Requires too much from parents	All Students	69%	47%	33%	
	Requires too much from students	All Students	35%	31%	29%	
	Requires too little from students	All Students	40%	53%	57%	
	Student motivation	All Students	54%	57%	53%	
Relationships	Days interacted with teacher (4 days or more)	All Students	22%	11%	10%	36%
	Days interacted with friends (a few times a we..	All Students	43%	75%	85%	45%
	Opportunities for student connection	All Students	64%	44%	43%	
	School-Parent Communication	All Students	52%	42%	43%	
Concerns	Family finances	All Students	9%	7%	7%	

Note 1: Results are suppressed if there are less than 10 respondents.

Note 2: Averages based on all students who responded to the survey and may not represent student enrollment.

Data extracted on: June 10, 2020

Disaggregated by: **All students**

District: San Ramon Valley Unified | School: All

Domain	Measure	Student Group	Elemen..	Middle	High	Non-tra..
Concerns	Obtaining food	All Students	2%	2%	2%	
	Child supervision	All Students	30%	14%	6%	
	Child safety	All Students	4%	6%	4%	
	Falling behind academically	All Students	40%	45%	47%	
	Graduating high school	All Students		38%	25%	
	On track for college	All Students		48%	39%	
	Child interaction with teachers	All Students	51%	56%	55%	
	Child interaction with students	All Students	61%	59%	57%	
	Child mental well-being	All Students	28%	29%	29%	
	Child routines	All Students	35%	40%	41%	
	Child boredom	All Students	51%	54%	53%	
	Child physical exercise	All Students	36%	40%	40%	
	Child sleep	All Students	10%	16%	21%	

Note 1: Results are suppressed if there are less than 10 respondents.

Note 2: Averages based on all students who responded to the survey and may not represent student enrollment.

Data extracted on: June 10, 2020

SRVUSD Annotation 1: References adequate teacher instruction. Strongly Agree or Agree

SRVUSD Annotation 2: 10 = Extremely Successful