

2020-2021 Learning Continuity and Attendance Plan

Board Meeting
September 16, 2020

10 Sections to the Plan

1. General Information
2. Stakeholder Engagement
3. In-Person Instructional Offerings
4. Distance Learning Program
5. Pupil Learning Loss
6. Mental Health and Social and Emotional Well-Being
7. Pupil and Family Engagement and Outreach
8. School Nutrition
9. Additional Actions to Implement the Learning Continuity Plan
10. Increased or Improved Services

General Information

Impact COVID 19 has had on Pacifica School District and its Community

- Timeline of campus closure and shift to distance learning in Spring 2020
- Monitored and addressed barriers of engagement
- Focus in supporting student groups that are most impacted
- Sought feedback from Community and made adjustments
- Summer Working Groups for Reopening School
- 3 programs offered - Full Year Distance Learning, Continuum, Home Study
- Goals for 2020/2021 school year
 - ensure the safety of all
 - maximize student engagement and academic growth
 - provide support for social-emotional needs of students
 - provide support for staff and families

Stakeholder Engagement

Solicited Stakeholder Feedback through multiple surveys and variety of input groups influenced the Learning Continuity Plan:

- All stakeholders will be informed and be part of health and safety guidelines and practices and provide input in reopening school plans.
- Learning loss will be addressed through assessments. Progress will be monitored by site teams. Schedules include built-in time for academic check-ins.
- Staff training on best practices for student engagement within a remote teaching environment.
- Staff will monitor, support and employ re-engagement strategies for students not participating.
- Teachers will increase the regularity of communication opportunities for both students and families to allow for student progress updates and feedback.

Stakeholder Engagement

Solicited Stakeholder Feedback through multiple surveys and variety of input groups influenced the Learning Continuity Plan (cont.):

- Distance Learning Schedules will include flexibility to address families capacities and allow for family unique needs.
- Technology support (devices and hotspots) were provided to support anyone in need.
- Support for students and staff with regards to social-emotional wellbeing and mental health.
- Technology tools and platforms will be streamlined and consistent across grade level bands; and will be supported with training resources for families and staff.

In-Person Instructional Offerings

- A/A and B/B Hybrid Model - Students divided into two groups (A and B groups)
- TNTP Accelerated Learning Workshops for teachers that addresses Learning Loss
- Collaborative Analysis of Assessment data will help adjust instruction and mitigate Learning Loss
- Health and Safety Work Group recommendations and the SMC Health guidelines recommendations to all for In-Person Learning

Distance Learning Program

Continuity of Instruction

- Three Programs - Full Year Distance Learning, Continuum, Home Study
- Use of Adopted Curriculum

Access to Devices

- Chromebooks 1-1 and Hotspots given to all who need them

Pupil Participation and Progress

- Attendance Taken Daily -
- Participation/Engagement monitored and documented daily with weekly reports

Distance Learning Program

Distance Learning Professional Development

- Distance Instruction: Key Tools for Engagement course, Accelerated Learning workshops and the Distance Learning Playbook

Support for Pupils with Unique needs

- Student with exceptional needs - Services will be delivered based on IEP, small or one-on-one supports, priority for in-person service model
- English Learners - Designated ELD for Language development, integrated ELD incorporating 4 domains in all content areas
- Low Income/Foster Care/Homeless - extra supports based on needs, increased level of communication with families to ensure needs are met.

Pupil Learning Loss

Focus on high leverage priority grade level standards

- **Identification of the most critical prerequisite standard or skills to address the grade level standard and scaffold those into the lessons**

Students who need Tier 2 (synchronous small group) and Tier 3 (Individual plans) will receive supports targeted to their individual needs

Along with their specialized supports, students with exceptional needs, English Learners and low income/foster care/homeless students received priority for additional in-person support when identified as a need and safe to do so.

Mental Health and Social Emotional Well-Being

Most important for staff, students and community

- Time built into daily schedule to make connections to their teachers and classmates
- Two-Way Communication is Vital - families can contact teacher and counselors
- Multi-Tiered System of Mental Health Supports (MTSS)
- Mental Health Student Services Act (MHSSA) Grant provides Social Emotional Learning curriculum and training
- Wellness resources for students, staff and families

Pupil and Family Engagement and Outreach

Following the guidelines set by SB 98

- Daily Attendance taken at the end of the school day.
 - Student absences verified by school office staff , monitor and document participation and engagement
- Participation and Engagement monitored and documented
 - Teachers contact families of students who were not present in live sessions
 - Assignment completions and participation during synchronous learning kept in the student information system (Synergy)

Consistent Communication through Seesaw (TK-2), Google Classroom (3-5) and Jupiter Ed. (6-8)

- Zoom, electronic newsletter and School Messenger used for timely communications

School Nutrition

Distance Learning Student Meal Service

- “Grab and Go” Meals served at all schools twice a week
 - Tuesdays: two breakfasts and two lunches
 - Thursday: three breakfasts and three lunches
- Distribution is done outside the schools and most items are frozen and individually wrapped for safety
- Meals are nutritionally balanced and follow guideline of the National Lunch Program

Increased and Improved Services

Actions that are effective in meeting the needs of Unduplicated Students

- Accelerated Learning Workshops for teachers focus on Learning Loss teaching practices with emphasis on students who did not benefit from distance learning in the spring
- Teacher collaboration to address learning loss of unduplicated students
- Translation for student support meetings
- Designated ELD training and support through SMCOE
- Provide Chromebooks, hotspots and physical material/resource for students who need them
- Additional individual and small group supports specific to student need

Discussion and Questions