

# **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**