



**Learning Continuity &
Attendance (Draft) Plan,
August 18, 2020**

Background Senate Bill (SB) 98

Established that the LCAP and an annual update to the LCAP are not required for the 2020–21 school year

CDE will not publish the California School Dashboard in December 2020 based on performance data

Supersedes the requirement to develop and adopt an LCAP by December 15th, 2020 that was initially established by Executive Order N–56–20 in April 2020

Budget Overview for Parents remains; must be developed and adopted by December 15th, 2020



LCAP



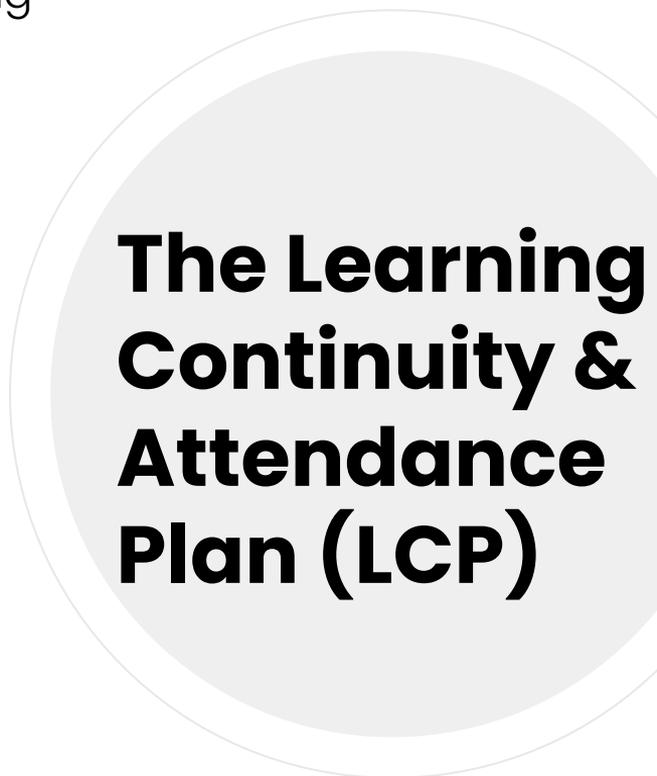
Provides information for how student learning continuity will be addressed during the COVID-19 crisis in the 2020-21 school year

Replaces the LCAP for 2020-21 school year

Memorializes the planning process for the 2020-21 school year

Requires stakeholder feedback & input

Must be adopted and approved by the local governing board by September 30, 2020



The Learning Continuity & Attendance Plan (LCP)



LCP Template Inclusions

Impact of COVID-19 on the district
and its community

Stakeholder Engagement

Continuity of Learning

Mental Health and Social and
Emotional Well-Being

Pupil and Family Engagement and
Outreach

School Nutrition

Stakeholder Engagement

**Efforts made to solicit
stakeholder feedback**

April 2020 Hanover Distance Learning Survey

[4,769 respondents]

The results of this survey helped to inform the areas that needed to be strengthened as the district began to develop plans for the upcoming school year.

May 2020 School Design Ideas Input Survey

[2,047 student, 5,046 parent, 1,199 staff]

“What are your thoughts, ideas, and concerns we should be considering?” for 3 return to school options: traditional, hybrid, full distance learning

- Additionally stakeholders were asked to rank their preference of each model.



July 2020 Parent Design Preference Survey

[10,435 total responses]

Follow up survey with parents in July to gauge shifts in preferences for each of the return to school models broken down by grade level

Meetings w/Stakeholders

Parent Rep Meetings: 5/27, 6/3, 7/7; 7/16

Student Rep Meeting: 7/9

CSEA Kitchen Cabinet: 5/27

Central Leadership Team Meetings: 5/26, 6/2, 6/16, 6/19, 6/26, 7/1, 7/9



Governing Board Meetings

[public comments re: reopening plans]

Regular Board Meeting 6/16, 7/21

Special Board Meeting 6/30

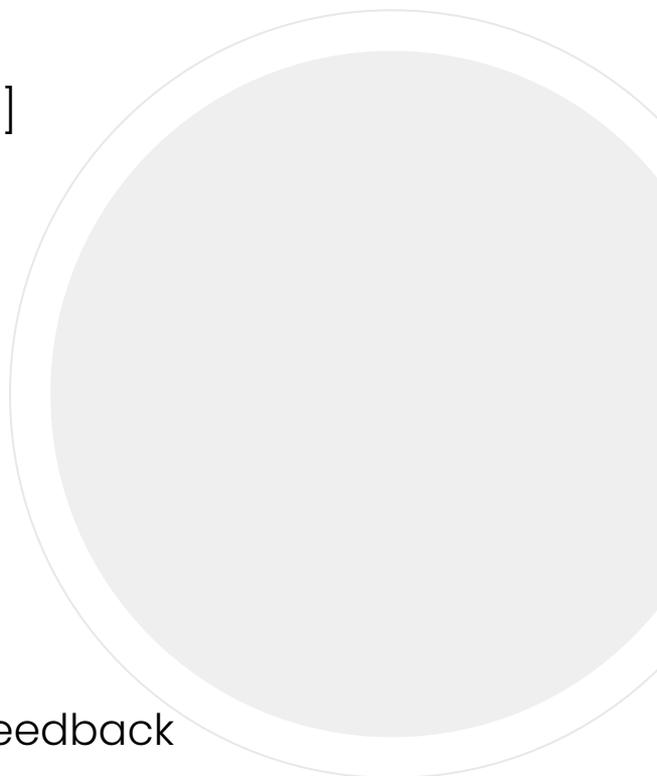
Board Study Session 8/7

Parent/Community Webinar 7/27

Upcoming

DELAC; PAC; SMEA & CSEA

LCP will be posted w/form for written feedback



Stakeholder Engagement

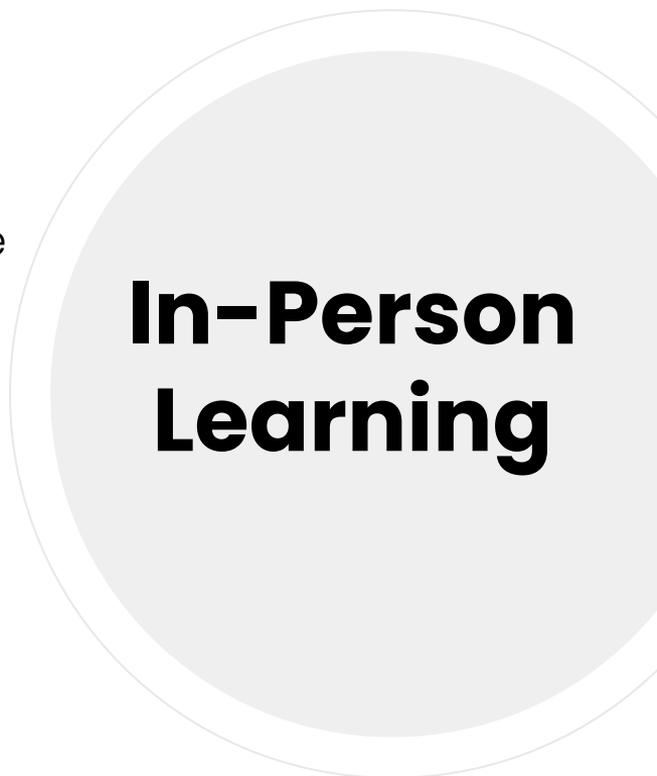
**Aspects of the LCP
influenced by
stakeholder input**



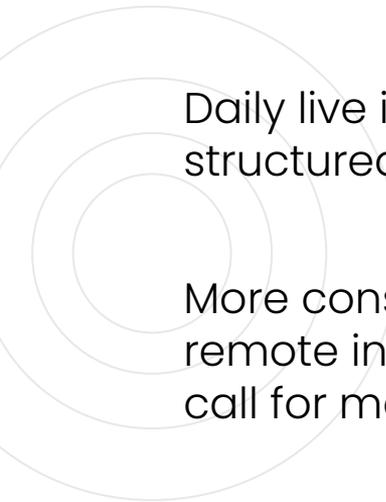
All surveys indicate that a majority of parents and students still prefer to return to a traditional school model

Based on feedback and comments, some stakeholders have considerable health and safety concerns regarding the return to in-person instruction model

*The Governing Board will hold special study sessions to address in-person learning models



In-Person Learning

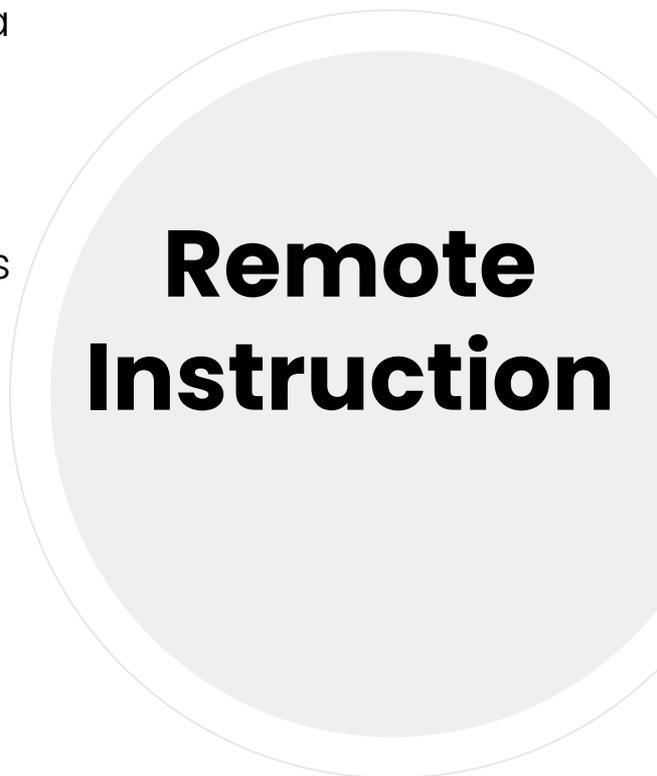


Daily live instruction across the grade levels within a structured schedule;

More consistency and higher expectations of remote instruction (in sync with Governor Newsom's call for more "rigorous, robust distance learning");

In addition to whole group, the incorporation of live small group and one on one live check-ins with students;

Differentiated instruction that meets the needs of individual students;



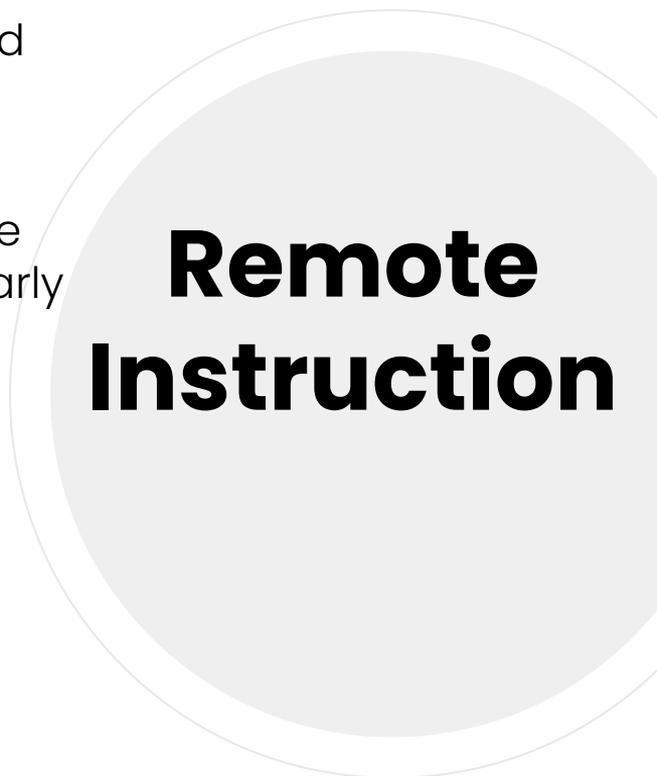
Remote Instruction



Importance of social emotional learning and support for all students

Grades must count and students need to be held accountable for their learning particularly at the secondary level

Inclusion of more than ELA & Math at the elementary level; incorporate “specials” (PE, music, library, etc) within the daily schedule



Remote Instruction



Address the numerous individualized needs of the range of students with IEPs, including the need for assessments

English Learners must have language models and have ongoing opportunities to practice the language with peers and teachers

**Support
for Pupils
w/Unique
Needs**



Address social emotional needs and well-being of our vulnerable populations

Offer professional development for both certificated and classified staff (e.g. IAs) to support students remotely

Ensure access to resources for families and students



Support for Pupils w/Unique Needs

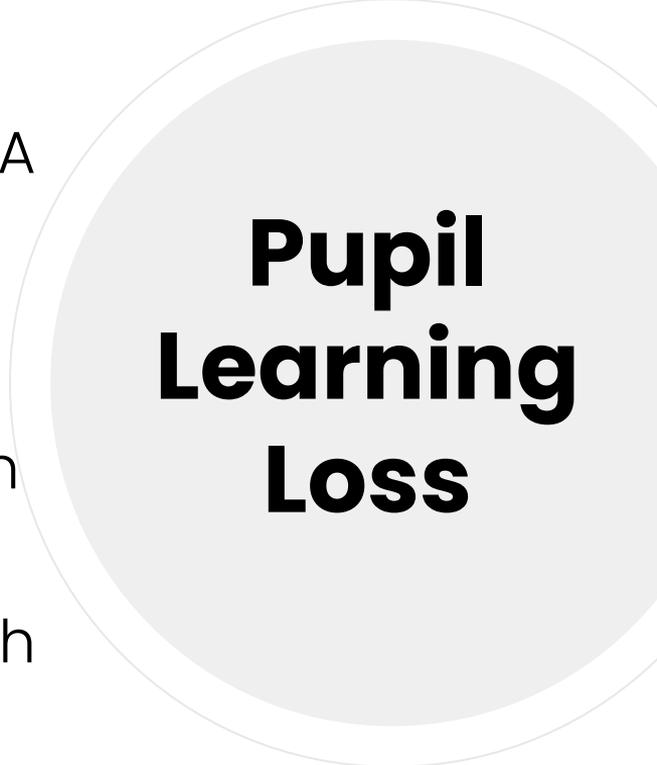


Diagnose and address learning needs of all students through:

Early use of diagnostic tools in ELA and Math

Differentiate instruction to allow for remediation and acceleration

Incorporate systematic approach to intervention and multi-tiered systems of support



**Pupil
Learning
Loss**



Incorporate mechanisms to identify students in crisis and offer tiered supports

Provide students the ability to contact and interact with school counselors and social workers

Offer all students social-emotional curriculum and teachers professional development in its inclusion within the school day



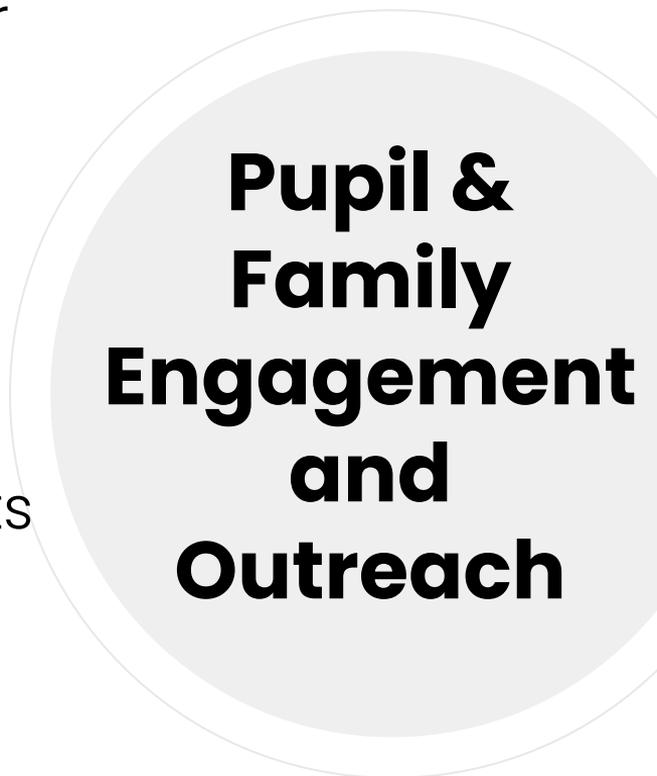
Mental Health & Social and Emotional Well-Being



Make deliberate efforts to ensure that basic needs of our students are being met

Ongoing importance of the school nutrition programs

The assurance that all students have access to a device and internet service so that they can engage in learning



**Pupil &
Family
Engagement
and
Outreach**

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Continuity of Learning



A description of **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.



In-Person Learning



At the time of writing the draft LCP, the SMUSD Governing Board has not approved an in-person instructional model and collaboration is ongoing with labor partners regarding the return to in-person instruction.

In-Person Learning

Actions Related to In-Person Learning

Ensure district has health and safety equipment in preparation for in-person learning: PPE (students and staff); additional cleaning supplies; safety barriers and shields; signage, etc.

Continuity of Learning

**Distance Learning
Program**

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.

**The district continues to collaborate with its labor partners on its distance learning program.*

Remote Instruction



Will begin the 2020/21 school year 100% online with a goal of transitioning to in-person instruction when deemed viable

Some students and teachers will remain with virtual learning the entire year

The remote instruction model is designed to *provide a level of quality and intellectual challenge substantially equivalent to in-person instruction* (per SB 98)

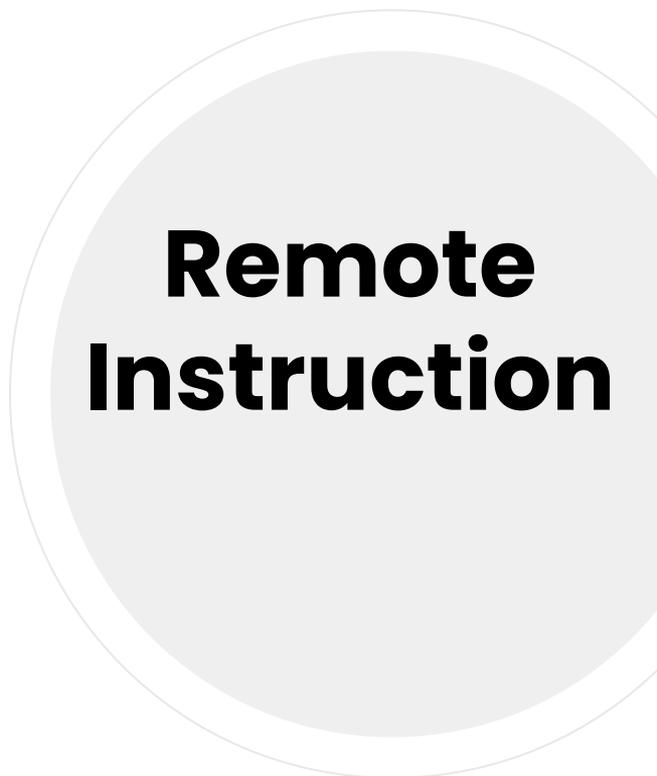
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Remote Instruction



The district will ensure that all students have equitable access to adopted materials and curriculum through the distribution of adopted textbooks and district provided devices

Essential standards and skills will be taught throughout the course of the year; TOSAs, coaches, and classroom teachers will work in PLCs to ensure appropriate lesson planning and pacing



Remote Instruction



Standardized learning platforms (Google Classroom, Seesaw, Zoom, Nearpod) will help to ensure equitable learning environments for students

A structured daily schedule that defines instructional blocks and periods; and delineates times of live instruction and independent activity

Inclusion of whole group, small group and one-on-one instruction within the daily schedule to address one year's academic growth, intervention and enrichment

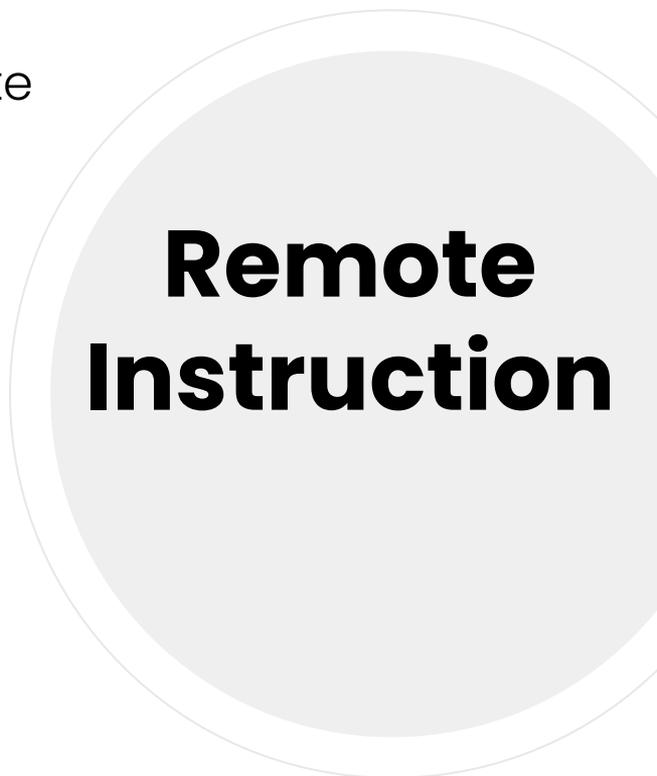
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Remote Instruction



Weekly PLC time embedded to ensure that grade/subject level teams and site administrators will review diagnostics and ongoing assessment data for the purpose of identifying learning gaps, planning instruction, and determining appropriate intervention

Administrators will help to ensure continuity of high quality instructional delivery through a system of virtual walkthroughs, providing feedback to teachers



Remote Instruction

Access to devices & connectivity

1:1 devices for all students now managed through Follett system

Ability to assist qualifying families with access to internet (Cox, Spectrum, AT&T)

Limited number of hotspots

Parent orientation videos, website for online platforms, phone line

Remote Instruction

Pupil Participation & Progress

Attendance will be taken daily via Synergy

SB 98 requires documentation of “weekly engagement log” that includes weekly engagement, tiered reengagement & academic supports [awaiting further guidance from CDE]

Remote Instruction

Professional Development

Ongoing professional development for staff to support high quality remote instruction

Virtual live PD sessions provided 3 days prior to teacher return (technology platforms, curriculum, pedagogy, social emotional learning, PLC)

Independent book study for *The Distance Learning Playbook*

Comprehensive yearlong PD provided by IS

A comprehensive, easy to navigate website for staff with resources and materials to support remote instruction

Remote Instruction

Supports for Pupils w/Unique Needs (EL)

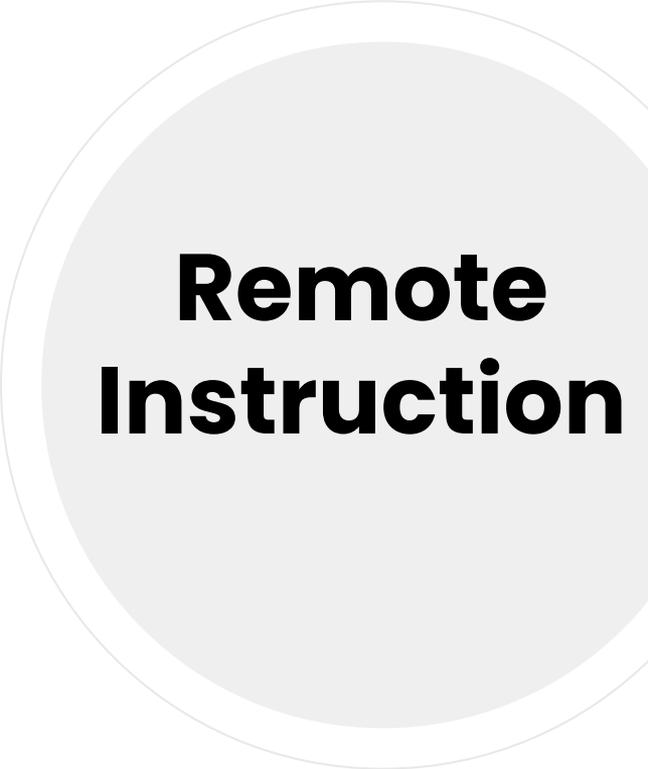
Daily integrated and designated ELD at all levels

District EL coordinator will collaborate with site EL Coordinators, Assistant Principals, and Teachers to support all staff with specific strategies to use for ELs in remote instruction

EL Curriculum Council team will provide an EL Resource Hub website for staff

Utilization of new diagnostic tools (iReady)

Ongoing work with SDCOE to implement the District's EL Master Plan



**Remote
Instruction**

Supports for Pupils w/Unique Needs (IEPs)

Ed. Specialists and related service providers to provide continuity of learning to the greatest extent possible

In person assessments when viable following health guidelines and safety mitigation

Ed. Specialists to work collaboratively with core content teachers to provide access to lessons and activities as indicated in IEP

**Remote
Instruction**

Actions related to Distance Learning

Purchase of Chromebooks

Internet access & hotspots

3 days of compensated professional development for certificated staff

Ongoing professional development for certificated and classified staff

Purchase of *Distance Learning Playbook* for all teachers

Providing a variety of digital apps for distance learning
[Zoom, SeeSaw, Nearpod, Paper Education-online tutoring]

Continuity of Learning

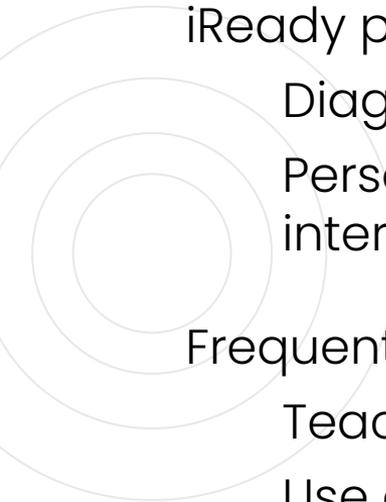
Pupil Learning Loss

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.

A description of the **actions and strategies** the LEA will use to **address learning loss** and **accelerate learning** progress for pupils, as needed...

A description of how the **effectiveness** of the services or supports provided to address learning loss will be **measured**



iReady platform

Diagnostic assessments in ELA/Math

Personalized learning and online intervention learning paths in ELA/Math

Frequent formative assessments

Teacher and/or district developed

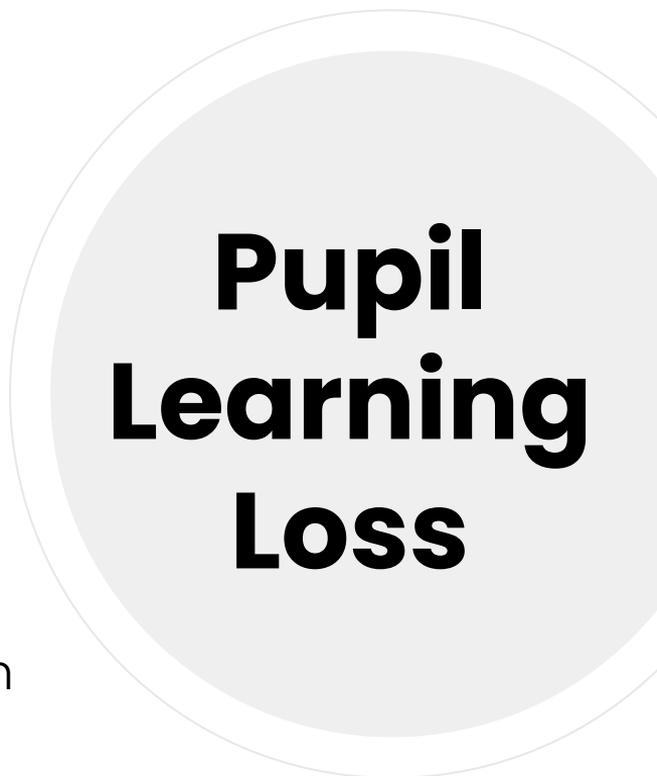
Use of upgraded Illuminate platform

Robust intervention and acceleration

PLC process

Built in time for small group, 1:1 intervention

Well defined MTSS process adapted for remote instruction



Pupil Learning Loss

Actions for Pupil Learning Loss

Purchase of Ready Classroom and iReady platforms

Upgrade of Illuminate Platform

Use of TOSAs to collaborate in grade/subject area PLCs

Ongoing professional development (PLC, assessment)

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**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



Prioritize Social Emotional Learning (SEL) at all levels:

Building a safe and inclusive classroom community (daily SEL check-ins)

SEL resources and curriculum K-8 for teachers, school social workers, and counselors to use in classrooms (Second Step)

Teachers, school social workers and counselors in 9-12

- Link crew lessons; evidenced based curriculums (Why Try, Student Success Skills, CASEL guide for high school)

Mental Health & Social and Emotional Well-Being

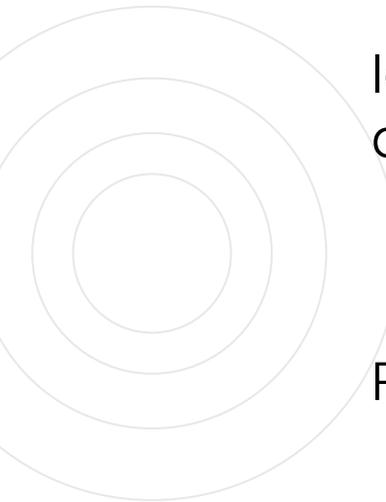


Referral and intervention services for students

- School site referral process
- Student and parent have access to school counselors and school social workers daily for individual assistance
- Groups facilitated by school social workers/school psychologists
- Groups facilitated by outside mental health providers



**Mental
Health &
Social and
Emotional
Well-Being**



Identifying students in need of additional support

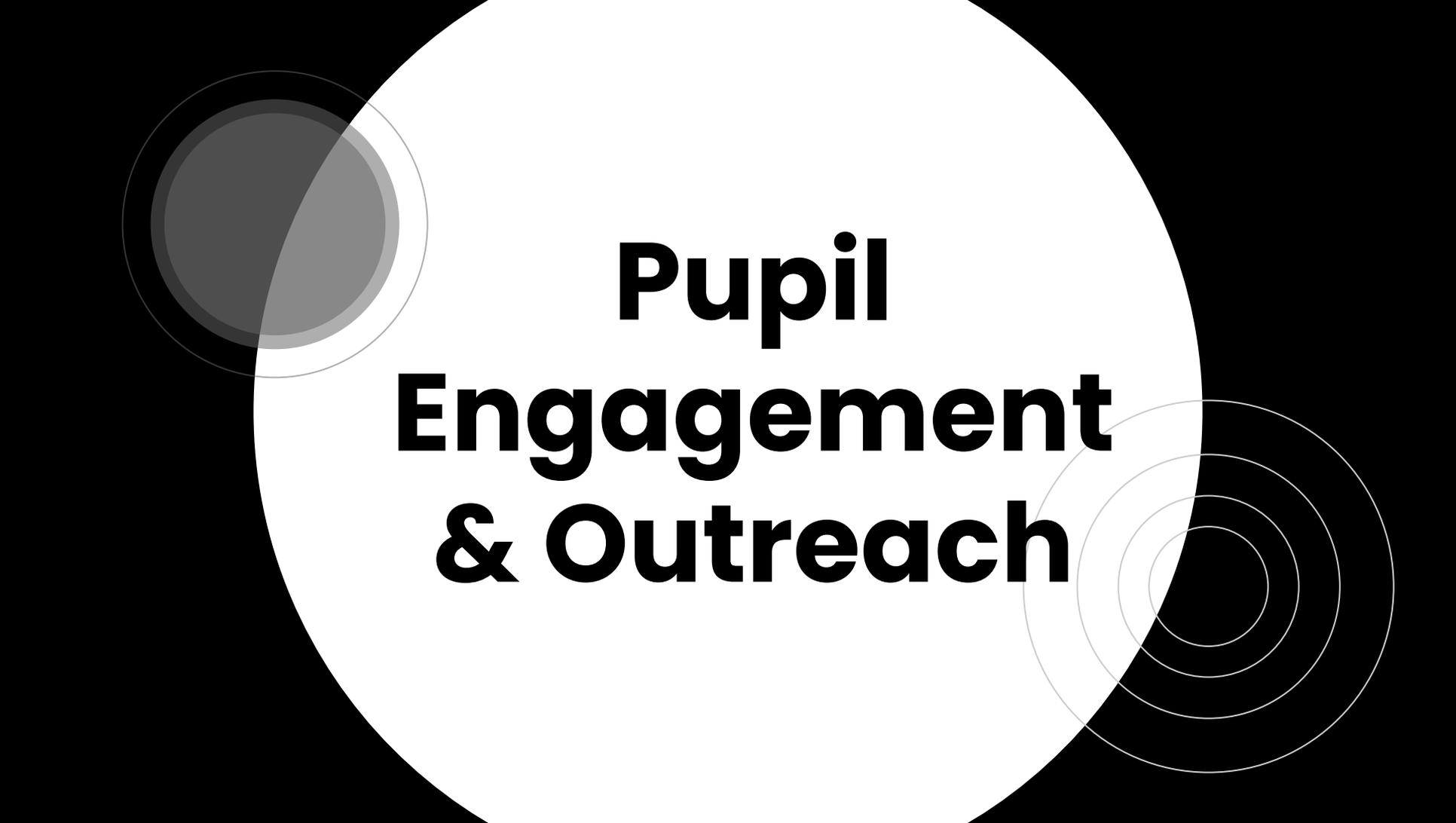
- Universal screening tool

Professional development for staff

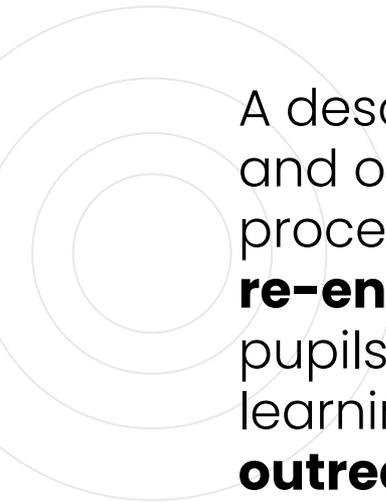
- Trauma Informed/Sensitive Care
-
- Restorative Practices
-
- Mental Health First Aid Training



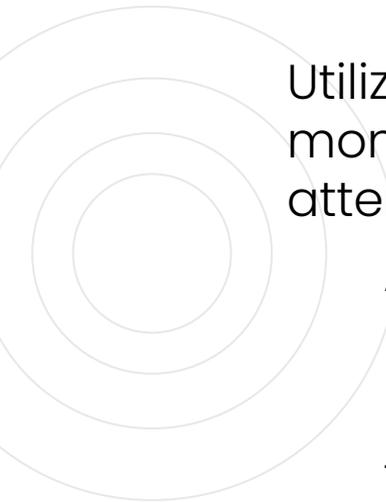
**Mental
Health &
Social and
Emotional
Well-Being**



**Pupil
Engagement
& Outreach**



A description of pupil engagement and outreach, including the procedures for tiered **re-engagement 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.



Utilize a tiered system of supports to monitor and address student attendance

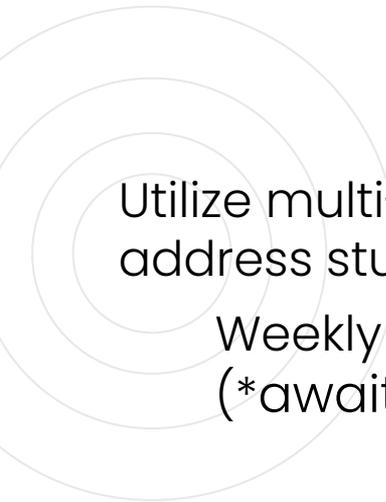
Attendance in daily live instruction is required for all students

Teachers will mark attendance daily through Synergy

Implement site intervention model established for students “chronically absent” (3+ days)



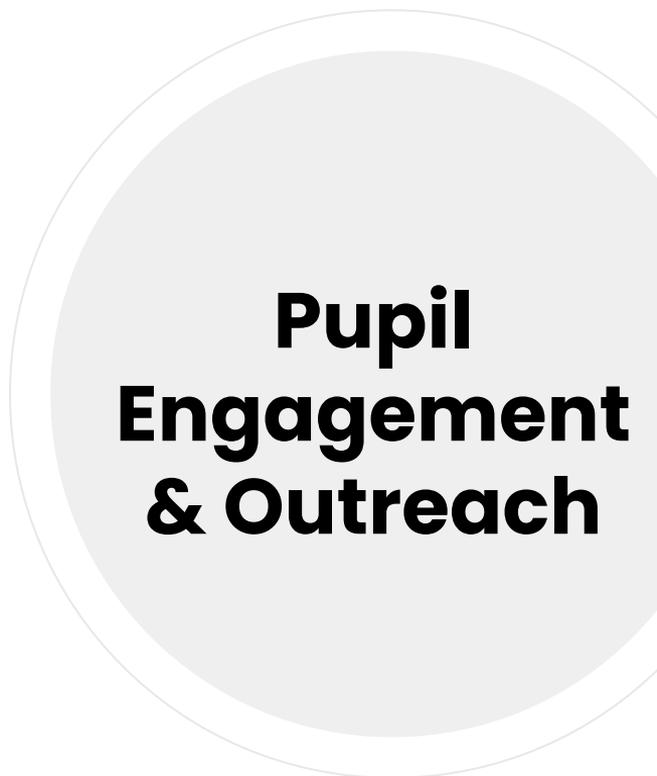
Pupil Engagement & Outreach



Utilize multi-tiered system of supports to address student engagement

Weekly engagement logs per SB 98
(*awaiting further guidance from CDE)

Tiered protocols in place for student outreach and re-engagement to include teacher, site administration, counselors, social workers, school resource officers



Pupil Engagement & Outreach

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School Nutrition



Grab & Go program is operating daily at 9 of our school sites throughout the community

District has identified approximately 20-25 locations which are not in close proximity to a school

Food Services and Transportation staff will use school buses to deliver food to these areas for pickup



School Nutrition

Next Steps for the LCP

Post draft summary LCP w/form for input/feedback

Stakeholder meetings for input/feedback

Adoption by September 30

Sent to County within 5 days of adoption