

Learning Continuity and Attendance Plan 2020-21

Public Hearing
Board Meeting
September 8, 2020



Adoption Requirements

For the 2020-21 school year, the governing board of a school district, a county board of education, and the governing body of a charter school shall adopt

- By September 30, 2020, a Learning Continuity and Attendance Plan
- By December 15, 2020, the Budget Overview for Parents with the first interim report
- For the 2020-21 school year, the annual requirement to adopt a Local Control and Accountability Plan is replaced by the Learning Continuity and Attendance Plan.

Learning Continuity Plan

This plan is **intended to memorialize the planning process that is already underway** for the 2020-2021 school year. All LEAs, which includes school districts, county offices of education, and charter schools are required to complete the Learning Continuity Plan.

Meaningful Stakeholder Engagement

- Efforts to Solicit Stakeholder Feedback
 - Community Needs and Distance Learning Survey
 - Formal Presentations at 3 Live Streamed Board Meetings
 - Town Hall Meetings with on-going live survey through ThoughtExchange
 - Small Group Focus Meetings
 - LCAP Parent Advisory Committee and DELAC
 - Public Hearing and Board Approval
 - Provided Options for Remote Participation

Meaningful Stakeholder Engagement

- Summary of Feedback
 - Thoughts related to Safety and Sanitation
 - Health checks for students and staff, hand sanitizer, cleaning/sanitizing protocols, social distancing, face coverings
 - Multiple schooling options should be provided
 - Desire for Distance Learning Model
 - Improve program from what was occurring in the Spring
 - Resources and Supports Available to Students
 - Additional Professional Development for Staff
 - Positives around technology and food distribution

Meaningful Stakeholder Engagement

- Aspects of Plan that were Influenced
 - Consistent school schedules across all district schools at all grade levels
 - Synchronous and Asynchronous Learning Times Clearly Defined
 - Opportunities for small group and 1:1 supports
 - Cleaning and Sanitizing Protocols Developed
 - Social Distancing Signage and Face Coverings
 - Additional Cleaning Protocols
 - Added full-time substitute custodian at all sites
 - Hand Sanitizer Dispensers and Portable Hand Washing Stations
 - Additional Staff PD opportunities and Planning Opportunities, as well as Parent Trainings
 - Continued Technology Distribution and Tech. Depots

Distance Learning Program



- Schedules are designed to meet the following criteria set by state legislation, Governor Newsom, CDE, and PSUSD.
 - Daily live interaction with teachers for all students
 - 2-3 hours of synchronous learning daily
 - Synchronous and asynchronous learning time combine to meet or exceed minimum instructional minutes for each grade
 - Opportunities to support students with intervention and services in small groups
 - Designed to be fluid for a transition to Hybrid Learning



Elementary School Distance Learning

All schools run Distance Learning with the same schedule daily.
8:40 – 3:30



Time	Topic
8:40 – 8:45	Teachers log into Zoom
8:45 – 9:45	Synchronous ELA with Integrated ELD Embedded Science and Social Studies Content
9:45 – 10:00	Recess Break with Zoom Left On (Play recorded video from PE/Paraprofessionals, Go Noodle, etc.)
10:00 – 11:00	Synchronous Math with Integrated ELD
11:00 – 11:30	Synchronous Designated ELD (EO students log off unless the student would benefit from language support)
11:30 – 12:00	PE / Music (Classroom Teacher Prep)
12:00 – 12:45	Lunch
12:45 – 3:30	Asynchronous work time for students Synchronous small group support or 1:1 support Open Office Hours Synchronous Guided Reading Groups SEL with School Counselor SPED Services (RSP, Speech, etc.) (Wednesdays = 12:45-1:30 small group time, 1:30-3:30 for 2:1:2 staff meeting/collaboration/PD time)

Middle School Distance Learning



	Monday	Tuesday	Wednesday	Thursday	Friday
7:40-8:35 (55 min)	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 5.	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 1.	7:40-8:10 Period 1 – Synchronous Learning	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 5.	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 1.
8:45-9:40 (55 min)	Period 1 – Synchronous Instruction	Period 5 – Synchronous Instruction	8:15-8:45 Period 2 – Synchronous Learning	Period 1 – Synchronous Instruction	Period 5 – Synchronous Instruction
9:50-10:45 (55 min)	Period 2 – Synchronous Instruction	Period 6 – Synchronous Instruction	8:50-9:20 Period 3 – Synchronous Learning	Period 2 – Synchronous Instruction	Period 6 – Synchronous Instruction
10:55-11:50 (55 min)	Period 3 – Synchronous Instruction	Period 7 – Synchronous Instruction	9:25-9:55 Period 4 Break	Period 3 – Synchronous Instruction	Period 7 – Synchronous Instruction
Lunch			10:00-10:30 Period 5 – Synchronous Learning		
12: 35 - 1:30 (55 min)	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 6.	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 2.	10:35-11:05 Period 6 – Synchronous Learning	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 6.	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 2.
1:35 - 2:30 (55 min)	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 7.	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 3.	11:10-11:40 Period 7 – Synchronous Learning	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 7.	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD related to class period 3.
			Students work asynchronously. Teachers collaborating, lesson planning, professional development, staff meetings, and prep time.		

Sample schedule displays the 6th grade schedule. 7th and 8th grades would be similar, with period numbers slightly different due to a different lunch period.

High School Distance Learning



	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:55 (55 min)	Period 1 – Synchronous Instruction	Period 1 – Synchronous Instruction	Period 1 – Synchronous Instruction	Period 1 – Synchronous Instruction	Period 1 – Synchronous Instruction
9:05 – 10:00 (55 min)	Period 2 – Synchronous Instruction	Period 2 – Synchronous Instruction	Period 2 – Synchronous Instruction	Period 2 – Synchronous Instruction	Period 2 – Synchronous Instruction
10:10 – 11:05 (55 min)	Period 3 – Synchronous Instruction	Period 3 – Synchronous Instruction	Period 3 – Synchronous Instruction	Period 3 – Synchronous Instruction	Period 3 – Synchronous Instruction
11:15 – 12:10 (55 min)	Period 4 – Synchronous Instruction	Period 4 – Synchronous Instruction	Period 4 – Synchronous Instruction	Period 4 – Synchronous Instruction	Period 4 – Synchronous Instruction
Lunch					
12:55 – 1:50 (55 min)	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD (or prep)	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD (or prep)	Teachers collaborating, lesson planning, professional development, staff meetings, and prep time.	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD (or prep)	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD (or prep)
2:00 – 2:55 (55 min)	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD (or prep)	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD (or prep)		Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD (or prep)	Teachers facilitating mentoring sessions, small group targeted work, and Designated ELD (or prep)

Students take 3 classes per quarter, covering the entirety of semester one content in the quarter.

Students are scheduled for either Periods 1-3 or Periods 2-4 daily.

Courses change at the quarter to provide the other three first semester courses during Q2.

MSJ will use an alternate schedule to meet alternative education requirement.

High School Distance Learning



Semester 1 - 10th grade schedule Traditional Model - 6-Period Day

World History

Spanish II

Integrated Math II

English II

PE II

Chemistry in the Earth System

10th Grade Schedule Distance Learning Proposed Model

Quarter 1

World History

Spanish II

Integrated Math II

Quarter 2

English II

PE II

Chemistry in the
Earth System

- Each quarter course covers all semester one content.
- Pattern either repeats for second semester (Q3, Q4) or the schedule expands to a 6-period day depending on the school schedule, public health orders, and learning models available at that time.

Distance Learning Program

- Curriculum and Instructional Resources

- Content Development Team
 - First 8 days of Instruction

- Teacher, Grade Level Teams, and Subject Area Teams create their own lessons

- Majority of Board approved curriculums have robust online learning resources, e.g. StudySync ELA, Wonders, ELA, Carnegie Math, Amplify Science

- Student Supply Bags



In-Person Instructional Opportunities

- Goal – Get to 100% in-person instruction offerings in a Modified Traditional Format
 - Pending public health order and Guidance
- Hybrid Learning Model
- Outlined Assessment and Progress Monitoring Plans
 - Identify Pupil Learning Loss
 - Support instruction and interventions aligned to student needs

Elementary

- TK/K: potential AM/PM for early phase-in, schedule merges with other grade models as other grades attend
- Gr 1-3: 2-day/3-day model with schedule matching Distance Learning
 - Potential early phase-in
- Gr 4-5: 2-day/3-day for phase-in with schedule matching Distance Learning

Middle School

- 2-day/3-day
- Works with single grade early onboarding (6th)
- Distance Learning period schedule used for Hybrid Learning phase-in, transitioning to 5-day period access over time
- Supports middle school student SEL needs

High School

- 2-day/3-day
- Works with single grade early onboarding (9th)
- Distance Learning period schedule used for Hybrid Learning phase-in, transitioning to 5-day period access over time

Special Populations

- EL
 - Newcomers onboard earlier in MS/HS
 - Newcomers synchronously stream during Designed ELD during Distance Learning
- SWD:
 - Students attend in the same model schedule as their peers
 - Potential for early onboarding case-by-case or as part of placement-specific offerings with mainstreaming requirements being met

In-Person Instructional Opportunities

- Additional Supports

- Social Emotional

- Counselor Supported SEL lessons, Small Group and 1:1 Support, Embedded mindfulness moments, Brain Break Activities

- Health and Safety

- COVID-19 Training for all Staff
 - Personal Protective Equipment (PPE), Plexiglas Shields, & Social Distancing Signage
 - Additional Custodian to assist with disinfecting
 - Additional Hand Sanitizer Dispensers & Portable Handwashing Stations
 - Employee Self-Screening Expectations
 - Visitor Expectations Clearly Defined

Access to Devices and Connectivity

- 1:1 Devices – TK – 12
 - iPads with assistive technology provided to student with disabilities
- Regional Tech Depots
- Internet Access
 - Hotspots
 - Developing plans for rural geographic areas
- Student Usage Data Tracked
 - Monitoring Access Rates
 - Determine Families who may need support due to low interaction rates



Pupil Participation and Progress

- Classroom teachers responsible for monitoring and recording of student participation in Synergy
 - Participation in synchronous online sessions
 - Submission of completed asynchronous assignments
 - Participation will be measured from midnight until 11:59 p.m. the following day
 - Participation can include completion of assignments, assessments, contact between employees and pupils or parents/guardians

Distance Learning Professional Development



- **Certificated Staff**

- Phase III Distance Learning PD – 3 Modules
 - Effective Onboarding Process, Implementing Effective Engagement Strategies, Google Website Development
- Distance Learning English Learner Development Strategies
- Optional Opportunities
 - Becoming a Dynamic Zoom Facilitator, Cooperative Online Strategies, Advanced NearPod

- **Classified Staff who support student instruction**

- Google Overview, Supporting Learning with Zoom, Google Classroom & SeeSaw, & Communication Strategies

- Continued PD

- Elementary – Continued focus on delivery effective ELA and Math instruction – enhanced focus on virtual platform strategies
- Middle High School – Continue PLC development with Orenda and Solution Tree consultants – enhanced focus on identify learning loss and learning gaps and the development of effective strategies to address

Modification to Staff Roles and Responsibilities

- Teachers on Special Assignment
 - Enhanced focus SEL lesson development, formative assessment development, lesson development to support learning loss
- Counselors on Special Assignment (EL and Foster) and English Learner Liaisons
 - Extended office hours to support before and after school times
 - Virtual meetings with Students and Families
- School Nurses and LVNS
 - Training for Staff and Students on Hygiene Practices
 - Establishing isolation/health room spaces
- Paraeducators
 - Assist with supporting student engagement in synchronous Instruction and provide small group and 1:1 support
- Supervision Aides
 - Classroom teacher support, assist in office with phone calls, attendance monitoring, & meal distribution
- Elementary Music and PE Teachers
 - In addition to their regular duties, assist with supporting student engagement in synchronous Instruction and provide small group and 1:1 support



Supports for Pupils with Unique Needs

Students with Disabilities

- Distance Learning IEP Alignment Plans created for each identified student
- In-person assessments once approved by Riverside County Health
- Support students and families with understanding universal tools available to them
- Assistive technology provided to students with identified need
- Mental health supports to ease anxiety about the unknown
- Paraprofessional Supports provided
- Students with Disabilities participate in Distance Learning consistent with their general education peers and aligned with IEP time parameters

English Learners

- EL student needs are identified and prioritized in Distance Learning.
- Integrated ELD must be incorporated into all lessons.
- Designated ELD sessions held in small groups in virtual environments (e.g. breakout rooms, small group segments of the day).
- Supporting Students Social Emotional needs
- Small group online learning tool practice sessions
- Family and Parent Trainings
- COSAs closely monitoring student performance and supporting closing academic gaps
- Online learning supports provided

Foster Youth / Homeless

- Foster Liaison is in constant contact with foster families and students supporting with technology needs
- School counselors contacting to support additional needs
- Additional wifi access, computers, and desks at a group home to allow them to set up a classroom setting
- COSAs closely monitoring student performance and supporting closing academic gaps
- Community liaisons make regular contacts to students experiencing homelessness supporting technology needs and additional supports they may need
- Needs assessment being completed to see if a central location is needed to support homeless students
- Community liaisons delivered school supplies to homeless students
- Edge Coaching for foster and homeless students

Pupil Learning Loss Strategies – Identifying Loss

- Start of the Year Assessments in ELA and Math
 - Support identification of learning needs in both standards content and skill retention from previous year
 - Primary grade students will complete a skills diagnostic assessment
- PLC work at all levels will focus on formative assessments development and analyzing results overall and by student group
 - Intentional focus on planning to support English learners, foster youth, students with exceptional needs, and students experiencing homelessness
- Interim and formative assessments will be disaggregated by ELPAC performance level for to support identify English Learner needs
- Imagine Learning Language and Literacy program includes measure on all 4 domains for English Learner reclassification

Pupil Learning Loss Strategies

- Distance Learning Schedules include time blocks designated to support learners in small groups, intervention systems, mentoring
 - Students will not be removed from main content-delivery synchronous instruction blocks
 - Additional staff supporting small groups: PE teachers, music teachers, intervention teachers, paraprofessionals
- Imagine Learning – Adaptive online instructional platform
 - Elementary – ELA and Math
 - Middle School – Math
- Supplemental Interventions Program
 - Variety of supports: iReady@home online program, SEL lessons through writing, virtual small group work with credentialed teacher, FEV tutors
 - Priority status to: English Learners, Foster Youth, Low-Income, Students with Exceptional Needs, Homeless

Effectiveness of Implemented Learning Loss Strategies

- Mid-year Interim Assessments in ELA and Math
 - Designed to measure student progress in current year standards
- Interim Reporting System
 - Schools and teacher teams will identify key findings from formative and interim assessment
 - Identify plans as to how instruction/interventions will be modified to address student needs
 - Specific sections to document plans for English Learners, Students with Disabilities, Foster Youth, Students Experiencing Homelessness
- Students involved in Supplemental Intervention Program will participate in iReady assessments 4 times throughout the school year

Mental Health and Social and Emotional Well Being

Tier 3

- Students/families referred or self-refer to Mental Health Department
- Therapy provided virtually or in-person
- Full-time (grant funded) therapists at seven secondary sites directly involved with students who have experienced trauma and must now deal with the trauma caused by the pandemic

Tier 2

- School Counselors provide regular, on-going support via a virtual platform
- Prevention specialists at secondary sites work with students individually or in small groups (substance abuse for 1st offenders)

Tier 1

- SEL Lesson developed for the first 8 days of school to build classroom community
- School counselors via Zoom or other digital platform
- Suicide, Bullying Prevention, Substance Abuse curriculums presented virtually if needed
- You Count, Don't Miss Out Engagement Campaign
- Professional development provided to staff members prior to school starting focused on Building Community in a Distance Learning Setting
- Google Doc SEL Resource Folder
- Intervention Coordinator provide support and training regarding implementing Restorative Circles virtually

Pupil and Family Engagement and Outreach

Tier 3

- If a student has 7 or more unverified absences or 3 weeks of attendance below 60%
- School site staff will speak with student 1:1 and phone home to speak with parents/guardians
- Tier 3 phone calls will focus on relationship building with the family, attendance reinforcement, and brainstorm with parents how to improve attendance (sample scripts provided)
- Student Services will send a second truancy notification
- Middle and High Schools will refer student to Prevention Specialists, Elementary School refer to district Community Liaisons
- Referral made to School Attendance Review Board
- Possible District Attorney Involvement

Tier 2

- If a student has 4-6 unverified absences or 2 weeks of attendance below 60%
- School site staff will speak with student 1:1 and phone home to speak with parents/guardians
- Tier 2 phone calls will focus on relationship building with the family, attendance reinforcement, and brainstorm with parents how to improve attendance (sample scripts provided)
- Student Services will send a truancy notification
- Site Administrators will contact parent/guardians
- Middle and High Schools will refer student to Prevention Specialists, Elementary School refer to district Community Liaisons

Tier 1

- If a student has 1-2 unverified absences or one week of attendance below 60%:
- School site staff will speak with student 1:1 or in a peer group
- School site staff will phone parents/guardians
- Conversations with students and families are friendly in nature and focused on relationship building (sample scripts provided)
- A letter of concern will be sent by the district Student Services Department

School Nutrition



Distance Learning Protocol

- Expanded meal service to nineteen locations
 - Week's worth of meals each Wednesday
 - All elementary schools, 1 middle school, and 2 high schools
 - Procedures in place for curbside pick-up and walk-up pick-up
 - New relationship with Coachella Valley farmers supplying fresh produce boxes for families

Hybrid Learning Protocol

- Breakfast
 - Boxed Grab & Go – delivered to classrooms, picked up by staff or students, scheduled breakfast period
- Lunch
 - Serving lines retrofitted with Plexiglas barriers
 - Student handed a complete meal
 - Social distancing signage, floor spacing signage, and table spacing signage

Remaining Meals

- Distributed as students leave on Tuesday and Friday
- Student who remain in distance learning will still pick-up meals on Wednesdays

Increased or Improved Services for Foster Youth, English Learners, or Low-Income Students

Included In the Plan:

1. Increase Wi-Fi access
2. Cell phone stipends for classified staff
3. 1:1 Tech Devices
4. Distance Learning PD
5. Additional Software Licenses
6. Work packets distributed
7. Student Supply Bags
8. Summer School Opportunities

Use of Supplemental and Concentration Funds:

1. Ongoing Staff Professional Development & Teachers on Special Assignment (TOSAs)
2. Secondary Smaller Class Sizes
3. Career and Technical Education Program
4. Counselors on Special Assignment (COSAs)/EL Program Liaisons
5. Arts Education Opportunities
6. Parent Centers and Staffing
7. Community Liaisons and Prevention Specialists
8. Increased safety measures, including security officers and nursing staff
9. Reflective Coaches and HR Staffing
10. Alternative Education Virtual School



Cielo Vista Charter School

- The Cielo Vista Charter School Learning Continuity and Attendance Plan (LCP) is also available to solicit recommendations and comments from members of the public regarding specific actions and expenditures proposed in the LCP
- CVC consulted with stakeholders in the development of their draft LCP
- Riverside County Office of Education has provided CVC with feedback and input regarding their draft LCP

Learning Continuity Plan

Questions and Comments

