



# 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.]

Beginning on March 16, 2020, the teaching and learning were greatly modified as a result of school closures in response to the COVID-19 outbreak. The immediate need for dismissal of students revealed that San Bruno Park School District (SBPSD) was underprepared to continue offering high-quality instruction remotely. As of July 17, 2020, Governor Newsom directed all San Mateo County schools to begin the upcoming school year with distance learning as conditions in our county do not allow for safe in-person instruction at this time.

The purpose of this plan is to outline the actions we will take to implement a rigorous distance learning program. While we understand that there is an overwhelming set of factors that impacts student learning, our core mission is to support each and every student on their journey to college and career. We are committed to responding to the unique challenges that distance learning presents to all families, and especially families with working parents. We are working with CityNet (San Bruno Cable) to explore creative solutions for providing free internet access.

To develop the plan, we have reflected on the lessons learned during the spring when we were challenged to recreate a learning environment in a virtual classroom with little time to prepare. The District recognized needs and disparities in the following areas:

- \* Equitable student access to learning tools and technology
- \* Access to basic needs
- \* Inconsistent knowledge and skill level for the integration of educational technology
- \* Continuity of instructional and support services for students with differing needs
- \* Consistent and timely communication

This plan has incorporated the lessons learned from the Spring, as well as the feedback from our Return to School Committee, Focus Groups, survey data and ThoughtExchange. Additionally, planning teams and task forces were developed to support the design of curriculum, continuum of social emotional support and to coordinate professional development. An analysis of this data revealed the following growth opportunities that will be addressed through this plan:

- \* Deliver more purposeful, intentional, and consistent distance learning than was possible in crisis remote learning conditions last spring.
- \* Provide ongoing professional learning for our staff to implement rigorous instruction.
- \* Adapt high-impact teaching and learning strategies for distance learning environments.
- \* Expand proactive support to all students to build their capacity to learn in a distance learning model.
- \* Provide additional targeted supports that meet the equity needs of those who are at greater risk of not making expected progress.
- \* Streamline and enhance communication and training for families.
- \* Ensure no student lacks the technology to access distance learning.
- \* Although we are beginning this year with a focus to distance learning, planning continues for a partial or full return to in-person learning during the course of the school year. We are committed to upholding the highest standards for teaching and learning through a distance learning model.

#### Vision for Our Learners

Distance learning presents new opportunities for teachers and students to thrive academically, socially and emotionally and be contributing members of society, as expressed in our District's our Local Control Accountability Plan (LCAP)-aligned with the principles of our Portrait of a Graduate.

#### Rigorous Teaching and Learning

We provide each student with high-level academic preparation that is standards-aligned, data-driven, engaging, relevant, and inclusive.

#### Expectations for Rigorous Instructional Practice

- \* Provide challenging assignments equivalent to in-person classes.
- \* Use technology appropriately to enhance and enrich the curriculum.
- \* Use high-impact strategies identified by the District and School Leadership Teams.
- \* Monitor achievement for all students with an intensive focus on Students with Disabilities and English Learners.
- \* Expected Instructional Shifts to Accompany Distance Learning

#### Traditional Teaching

##### Curriculum

- \* Variable across classrooms, independently generated
- \* Worksheet
- \* Reinforces dominant culture
- \* One size fits all

##### Instruction

- \* Emphasizes rules

- \* Extrinsic motivators: rewards, penalties
- \* Memorization
- \* Teacher-centered
- \* Lecture/one-way communication
- \* Traditional, inflexible
- \* One right answer

#### Assessment

- \* Reveals what students don't know
- \* Results in sorting, ranking
- \* One-size-fits-all

#### Innovative Teaching

##### Curriculum

- \* Aligned to standards and established grade-level expectations
- \* Performance task
- \* Reflective of identities of students served
- \* Accessible and adaptable for students with different needs, includes embedded language and literacy development

#### Instruction

- \* Emphasizes relationships
- \* Intrinsic motivators: purpose, relevance, self-efficacy
- \* Critical thinking, problem solving, innovation
- \* Student voice and choice, personalization
- \* Interactive, collaborative
- \* Research-based, adaptive for Students with Disabilities and Emergent Multilingual Student
- \* Solution-minded; multiple perspectives

#### Assessment

- \* Drives improvement by focusing on student growth over time
- \* Students demonstrate mastery/competency
- \* Multiple methods, including self-assessment

# Stakeholder Engagement

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

San Bruno Park Elementary School District is committed to providing meaningful stakeholder engagement as part of the Local Control Accountability Plan (LCAP) development process and for the 2020-21 school year. As our district responded to the COVID-19 pandemic this engagement continued, resulting in gathering input that informed the development of the Learning Continuity and Attendance Plan. Feedback gathered throughout the entire 2019-20 school year through the start of the 2020-21 school year impacted the actions included in this plan. Efforts to solicit stakeholder feedback include surveys (some of which were available in multiple languages), site specific feedback forums, outreach efforts with specific emphasis on families who speak languages other than English and/or not engaging in internet based communications, planning committees, presentations to the Board of Trustees and stakeholders, online public review and comment, meetings with advisory committees and groups, and community forums.

Prior to the COVID-19 pandemic, the District began engaging in the continuous improvement process with a committee comprised of a cross section of stakeholders to discuss and review of goals, review of data and action plans for improvement. This group was lead by the Assistant Superintendent of Educational Services and included ELAC parent representatives, SSC (School Site Council) representatives, PTA president representatives, parents of students with disabilities, teachers, classified staff, bargaining unit leaders, principals, parent liaisons, district administration, the Superintendent and two School Board Trustees. Additionally, parent representatives included parents of Foster and Homeless Youth. All agendas, minutes and presentations were translated into Spanish and posted on the District's website.

January 23, 2020 - Strategic Planning

January 30, 2020 - Differentiated Assistance Team Meeting

February 25, 2020 - LCAP

February 27, 2020 - Differentiated Assistance Team Meeting

March 9, 2020 - LCAP Development Meeting

March 20, 2020 - LCAP Planning Meeting via Zoom

LCAP Committee Review

August 24, 2020 - questions & comment collected via Google Forms; answers posted to District webpage.

Return to School Committee Meetings

May 28, 2020 - RTS via Zoom

June 4, 2020 - Focus Group - Curriculum, Instruction & Technology

June 5, 2020 - Focus Group - Schedules via Zoom

June 9, 2020 - RTS via Zoom

June 11, 2020 - Focus Group - Curriculum, Instruction & Technology

June 15, 2020 - Focus Group - Operations

June 16, 2020 - RTS via Zoom

June 18, 2020 - Focus group - Labor union negotiations - via Zoom

July 9, 2020 - Principals' Meeting via Zoom  
July 13, 2020 - RTS via Zoom  
July 14, 2020 - MOU Meeting with SBEA  
July 21, 2020 - Focus group - Labor union negotiations - via Zoom  
August 5, 2020 - Focus Group - Curriculum, Instruction & Technology  
August 6, 2020 - Focus group - Labor union negotiations - via Zoom  
August 18, 2020 - Focus group - Labor union negotiations - via Zoom

Curriculum & Instruction Planning Committee  
August 7, 2020  
August 12, 2020  
August 14, 2020  
August 14, 2020 - Middle School Feedback Forum  
August 18, 2020

Listening Campaign  
March 3, 2020 - PTA President's Council  
March 4, 2020 - SSC @ Belle Air  
March 5, 2020 - Principals & Management Team  
March 6, 2020 - Parent Coffee @ Belle Air  
March 9, 2020 - Instructional Leadership Team  
March 12, 2020 - Parent Coffee @ Portola and Rollingwood

DELAC Review  
August 25, 2020 - questions & comment collected via Google Forms; answers posted to District webpage.

BOE & Community reports  
March 11, 2020 - State Accountability Update  
May 27, 2020 Budget Study Session  
COVID-19 Written Operations Report Public Hearing  
June 19, 2020 Meal Service & Food Distribution  
June 24, 2020 Presentation re: Budget Adoption & Operations Report  
June 24, 2020 Approval of COVID-19 Written Operations Report Board Approval  
July 8, 2020 Update to LCAP Process Report to Board  
July 14, 2020 Reopening Timeline Published to community  
July 15, 2020 - Community Survey Snapshot Report published  
July 29, 2020 Reopening Plan  
July 30, 2020 Responsive Model Reopening Plan Snapshot Published

August 7, 2020 - Message to Community regarding FRPM and Food Distribution  
August 12, 2020 Update re: Tech Equity

#### Surveys & Thought Exchanges

February 21, 2020 Survey re: TUPE

March 13, 2020 Student Tech Needs Survey

May 21, 2020 School Reopening Survey Survey

June 17th - 24th - Thought Exchange - feedback re: Spring & Suggestion for fall - 114 responses and 1491 ratings

July 9, 2020 Reopening Survey

August 4, 2020 Tech Survey

August 13, 2020 - Virtual Academy Interest Form

#### The Community at Large

In order to communicate with a broader community of both parents and other community members, all information discussed at LCAP Advisory meetings were replicated and presented at the school site council meetings by each site's representative. Information and questions from School Site Council (SSC) meetings were used to inform the LCAP Advisory committee. Using Black Board, an online communication system, parents regularly received notices and text messages, in both English and Spanish, regarding upcoming meetings. All LCAP advisory meeting information was posted to the District's website in both English and Spanish.

#### PTA Presidents Council

The Superintendent met quarterly with Parent Teacher Association/Organization (PTA/O) presidents. Topics discussed included LCAP goals, progress, and actions/services. Feedback and input were requested. Presidents were also encouraged to share the information at PTA/O meetings. Dates were \_\_\_\_\_

The Superintendent shared updates regarding the progress toward LCAP priorities with the San Bruno City Council on \_\_\_\_\_. The Assistant Superintendent presented regarding programs and LCAP priorities to the Rotary Club of San Bruno on May 29th.

#### District Staff including Certificated, Classified and Administrative Staff

Superintendent's Administrative Management Team (AMT) met monthly and addressed progress towards LCAP priorities. The AMT provided feedback regarding the reopening plan on July 9, 2020. Held virtually.

#### The School Board

As an integral part of the district governance team, which provides local accountability, the School Board was involved in the COVID-19 Written Operations Report review and Public Hearing, the subsequent revisions and the approval of the final LCAP. Monthly School Board

Meetings were held with the School Board Meeting. Study Sessions were held on an as needed basis with a focus on the LCAP priorities. During the 2019-20 the Board and the Superintendent developed a strategic plan that aligned all actions and goals with the LCAP priorities. A study session regarding proposed actions and the budget for the 2020-2021 school year was held May 27, 2020.

#### BOE & Community reports

March 11, 2020 - State Accountability Update

May 27, 2020 Budget Study Session

COVID-19 Written Operations Report Public Hearing

June 19, 2020 Meal Service & Food Distribution

June 24, 2020 Presentation re: Budget Adoption & Operations Report

June 24, 2020 Approval of COVID-19 Written Operations Report Board Approval

July 8, 2020 Update to LCAP Process Report to Board

July 14, 2020 Reopening Timeline Published to community

July 15, 2020 - Community Survey Snapshot Report published

July 29, 2020 Reopening Plan

July 30, 2020 Responsive Model Reopening Plan Snapshot Published

August 7, 2020 - Message to Community regarding FRPM and Food Distribution

August 12, 2020 Update re: Tech Equity

A Public Hearing for the Learning Continuity and Attendance Plan was held on September 9, 2020.

The School Board adopted the Learning Continuity and Attendance Plan on September 23, 2020.

#### School District Unions

The Superintendent met monthly with SBEA and CSEA Union Executive Boards. Each month in addition to discussion items of interest or concern, the superintendent answered questions regarding LCAP expenditures and requested input and feedback.

#### District English Language Advisory Committee (DELAC)

A total number of four (4) DELAC meetings were held during the 2019-20 school year and during the summer to support the reopening plan and discuss the Consolidated Application Report. Representatives from school site ELACs were present at each DELAC. DELAC met on January 21, 2020, February 5, 2020, August 11, 2020 and on August 25, 2020. All agendas, minutes and presentations were translated into Spanish and posted on the District's website. Interpretation services were offered at all DELAC meetings and childcare was provided at in person meetings.

# 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.]

San Bruno Park School District is committed to providing in-person instruction to the greatest extent possible and looks forward to improved health conditions allow for a safe return to classroom-based instruction. San Bruno Park School District will implement a Responsive Instructional Model during the 2020-21 school year. This model will allow for operations to move safely and fluidly between Distance Learning, Hybrid Learning and In-Person Learning Instructional Models. San Bruno Park School District will utilize a measured, sequential approach that allows us to re-open our campuses cautiously while adjusting to new safety and learning expectations. The Responsive Model focuses on the goal of returning students to in-person learning to the greatest extent possible. As a result of San Mateo County's placement on the State Monitoring list, all San Bruno Park Schools will begin in Full Time Distance Learning for ALL students.

As the District progresses through the continuum of instructional models, the following important elements were considered in the development of instructional program.

- \* Focus on core content areas in English Language – Literacy and Math (prioritized by teachers)
- \* Daily English Language Development instruction
- \* Science and Social Studies integrated as applicable by grade level
- \* PE and Music provided asynchronously
- \* Limited Library services; no student access to school libraries (dependent on phase)
- \* Maximize educators' schedule to allow for daily connections with families and students
- \* Provide significant amount of preparation and collaboration opportunities for educators on a daily basis
- \* Regular, ongoing professional development and collaboration opportunities
- \* Universal platforms for learning management systems, communication and applications
- \* Educational resources both online and offline provided to support teachers, students, and families

Throughout all phases, students will experience a well-rounded, standards-aligned curriculum in all core subject areas including English language arts, mathematics, science, history/social studies, physical education, and some elective courses including foreign language, STEM and music. Utilizing Acellus as an alternate online curriculum, teachers are able to provide a guaranteed viable curriculum that combines technology and learning science to support immediate feedback and differentiation. Acellus will allow teachers to efficiently shift between learning models, quickly diagnose learning deficiencies and focus their time on providing individualized and small group support. Additionally, support classes for language arts and mathematics will be offered for middle school students, as well as early intervention courses for Kindergartners and 1st graders with Special Needs and developmentally appropriate courses designed to support younger students in becoming acclimated to online school and in developing basic skills before enrolling in kindergarten. In-person and virtual small group instructional blocks of time will be dedicated to meeting the needs of students who have not yet met academic standards, have experienced learning loss as a result of school closures, or are a designated English learner. During these small group and individualized sessions teachers will target specific student needs, use a variety of instructional strategies to accelerate learning for students, and provide designated English language development instruction for students who demonstrate significant learning loss or are at-risk of experiencing future learning loss.

The Hybrid Learning Model provides a combination of face-to-face instruction and at-home learning with safety and social distancing measures while on school campuses as aligned with state and local guidance including the San Mateo County Office of Education Pandemic Recovery Framework (PRF), guidance in the California Public Health Department's (CDPH) Guidance for Schools, COVID-19 Industry Guidance: Schools and School-Based Programs as well as CDE's Stronger Together, a Guidebook for the Safe Reopening of California's Public Schools. Students will attend school on-campus in cohorts which will follow an alternating daily schedule on Monday, Tuesday, Thursday and Friday. On Wednesdays students will attend classes virtually and engage in asynchronous learning activities. A virtual learning program will be offered for students who are unable to return to school even with the greatest precautionary measures in place. Students enrolled in Special Day Class (SDC) will attend on-campus four full days each week.

#### Supporting All Learners and Mitigating Learning Loss

- \* Provide opportunities to hold individual or small group meetings with a credentialed teacher in order to receive specialized learning supports and/or enrichment opportunities.
- \* Provide access to teachers, counselors, therapists, and other personnel by email or phone, by appointment, or through established and clearly communicated "office hours."
- \* Provide differentiated opportunities to support and enrich learning for advanced learners.
- \* Immediate feedback and support through computer adaptive technology and live teacher monitoring of student activities

Coordinated counseling services are available at all school sites to address student mental health and social-emotional needs. Services will be provided virtually or in-person (to the greatest extent possible) with safety protocols in place.

## 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.]

#### Instructional Planning to ensure continuity of Instruction

SBPSD noted that the abrupt transition to distance learning in the Spring did not work well for every child, nor was it consistently reflective of the high-quality instruction that our teachers offer in a traditional classroom setting. Given the need to support a consistent and high-quality program for all students, whether in person or virtually, the Educational Services department recognized the need to support rigorous instructional practices through the consistent application of the District's Curriculum, Instruction and Balanced Assessment framework and aligned to the Portrait of a Graduate.

Consistent, high-quality instruction begins with a guaranteed, viable curriculum aligned to the California Common Core Standards. Given the additional challenges of a virtual environment, including addressing learning loss, developing connectedness and ensuring engagement of all students, it has never been more important to ensure access to targeted and effective standards-based instruction. Through the process of prioritization of state standards, teachers identify the most enduring, high-leverage standards that once mastered prepare students to understand other curricular objectives. The identification of priority standards enables teachers to develop a rich understanding of their grade level content, determine the prerequisite skills for the next level of learning and provide in depth, targeted instruction rather than attempting to cover all content standards equally. Identification of priority standards also provides educators with clarity around assessments that are aligned, purposeful and essential in identifying students' needs for intervention and acceleration. Through this process teachers are able to collaboratively develop a scope and sequence of instruction that supports teachers in effectively and efficiently providing instruction that concentrates on the most important learning for their grade level/content.

The Return to School (RTS) - Curriculum & Instruction Planning committee met several times to discuss how best to prioritize standards-based instruction for students in the Fall. The committee had the opportunity to review Essential Standards and Scope Sequence Calendars from other districts and adapt those standards to meet the needs of SBPSD. However, the team recognized the value in the collaborative development of Essential Standards with representative teams of teachers from all school sites and grade levels. Additionally, the team

recognized that the task of prioritizing standards collaboratively enriches their understanding, comfort level, access to resources and ensures student access to a guaranteed and viable curriculum; this is a task that requires significantly more time for collaboration. Taking this into consideration, the team recommended that for the 2020-21 school year, the District would adopt an engaging, standards-aligned, high-quality online curriculum with embedded formative to be used as the basis for direct instruction, which will allow teachers to focus on the individualizing support for students while engaging in on-going collaboration and professional learning throughout the year.

SBPSD is committed to providing a virtual classroom for the 20-21 school year that is informed, robust and dynamic and will prioritize:

- \* Live interaction with students to build relationships, maintain connectedness, and receive coaching;
- \* Regular interaction opportunities with school-specific peers;
- \* Connectedness including 1 :1, small group, and/or whole class experiences;
- \* Combination of daily LIVE virtual instruction (synchronous) and independent, self-paced practice and instruction (asynchronous), informed by regular and meaningful online assessment;
- \* Standards-based instruction in reading, writing, numeracy (math), science and social studies; and
- \* Regular specialist classes.

#### Guaranteed & Viable Curriculum

San Bruno Park School District's Board of Trustees have approved the adoption of a high-quality, California Common Core Standards aligned curriculum for all core content areas in grades K-8. While the District is fortunate to have full access to these curricular materials, which in many cases includes online platforms, the RTS Curriculum planning team recognized that in order for these materials to provide learning environments that allow for teachers to track progress, provide regular feedback and flexible support, as well as communicate this information with parents, much adaptation of our resources would need to occur.

The Educational Services department was tasked with identifying an online curriculum through a third-party vendor that would meet the following needs:

- \* Support core content at all grade spans
- \* Provide designated English Language Development support
- \* Could be used flexibly to shift between full-distance learning and a blended/hybrid model
- \* Provide ongoing diagnostic data for teachers to support differentiation of instruction
- \* Could serve as our Virtual Program for students who are unable to return school for the entire year
- \* Provides on-demand, real time data to track engagement, progress and attendance for students, families and instructors

The Educational Services Department met with eight (8) third party vendors to evaluate how well each online platforms would meet the identified needs of the San Bruno Park School District. Based on the identified criterion, three finalists emerged as feasible options and were presented to the RTS – Curriculum & Instruction Planning team for feedback. The feedback obtained from the team unanimously supported the implementation of Acellus as an alternate curriculum for the 20-21 school year.

Acellus is accessible from any device with internet access and combines technology and learning science to help students master content, learning more effectively (greater mastery) and efficiently (in less time). Backed by scientific research, Acellus delivers online instruction, compliant with the latest standards, through high-definition video lessons made more engaging with multimedia and animation. Each lesson

is carefully designed to connect with previously learned knowledge like interlocking building blocks. Assignments are graded, so students and parents have timely feedback on progress and teachers have the ability to provide live progress monitoring to provide real-time recommendations and support.

Acellus' curriculum encompasses the four core subjects: mathematics, language arts and reading, science, and social studies, as well as English Language Development support and access to physical and emotional wellness courses. Elementary students can also explore other interests through elective courses, including Spanish and STEM. Middle School students have additional course offerings that allow students to explore multiple languages, careers and cultures. Support classes for language arts and mathematics are offered for middle school students, as well as early intervention courses for Kindergartners and 1st graders with Special Needs. Two courses are available for younger children. These classes are designed to support Preschool and Transitional Kindergarten students to become acclimated to online school and begin to develop basic skills before enrolling in kindergarten.

The platform and courses were designed by top educators across the country and include videos and interactive practice materials, which pique the interest of students and ignite excitement around their classes. The curriculum was designed to be used in a variety of settings, including at-home learning and in a blended or traditional school environment. Students in each grade further develop their knowledge of different topics by building on prior knowledge. Acellus utilizes Prism Diagnostics™ to identify gaps in students' academic background and gives students a unique opportunity to receive further instruction in problem areas. Acellus will be used at the Elementary Level to deliver first instruction while teachers monitor and diagnose learning needs based on the feedback from Acellus to prescribe small-group and individual learning activities using the District-adopted curriculum resources to supplement the Acellus coursework.

At the Middle School Level, teachers will utilize Acellus in a flexible manner to bridge the gap between their District-adopted content specific online resources and individual student needs. Small-group and individual learning activities will be determined using the diagnostic features from Acellus as guidance at all grade levels. Additionally, teachers at all levels will use Acellus to track student engagement and connect with students/families of students who are not meeting the daily minimum requirements for engagement.

#### The Virtual Academy Option

SBPSD realizes that many families have circumstances that preclude sending their children to any amount of in-person school. We are committed to giving those students and families a rigorous, high-quality education as similar as possible to our Responsive Model. Therefore, as an alternative, families with students in Transitional Kindergarten through Eighth grade can instead opt for Full-Time Distance Learning, also known as the Virtual Academy for the entire 2020-21 school year. Students participating in the Virtual Academy will return to their home schools at the beginning of the 2021-22 school year.

The Virtual Academy will be taught by SBPSD teachers using the Acellus learning management system. The Virtual Academy will provide an engaging, supported curriculum aligned to grade level standards; a combination of synchronous and asynchronous activities. Students will engage in daily live interaction with their peers and teacher to support the strong relationships and social-emotional learning development.

## 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.]

We will ensure that each student has a device and dependable WiFi connectivity prior to the start of school.

### Communication and Support

- \* Use established channels to communicate information regarding device and hotspot distribution.
- \* Provide ongoing service support for District-issued devices.
- \* Provide assistance in English or Spanish as appropriate.

### Connectivity, Device and Hotspot Distribution

- \* Distribute devices to families and students while minimizing contact.
- \* Collect data indicating who has access to dependable Wi-Fi in their homes through survey, phone calls and home visits.
- \* Partnership with “Hands-on Bay Area” to conduct technology wellness checks.
- \* Provide hotspots to families who do not have access to dependable Wi-Fi at home (one per family) during device distributions.
- \* Partner with local internet service providers to help connect families to a residence installed broadband solution including paying for such service for eligible students.

## 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.]

### Instruction Components and Quality

High-quality distance learning is also a top priority for the governor and state legislature, and the Education Code outlines many expectations for distance learning models. Instructional minutes for distance learning have been defined by the State of California as the “time value” of assignments as determined by the district’s certificated teacher. All schools must provide the following minimum instructional minutes per school day:

- \* 180 for Kindergarten
- \* 230 for Grades 1 to 3
- \* 240 for Grades 4 to 8

SBPSD educators have agreed upon a schedule that engages students in learning activities beyond the minimum requirements, provides ample opportunities for student/family/teacher connections and prioritizes core content instruction. PE minutes requirement have been waived for 2020-21, however middle school physical education teachers will continue to provide health and wellness instruction and engage students in physical activities.

SBPSD educators understand the need for regular live interactions with their students and are committed to meeting the California Education Code requirement that stipulates that teachers must provide daily live interaction with students for purposes of instruction, progress monitoring, and maintaining school connectedness. The SBPSD distance learning classroom will offer:

- \* Daily synchronous (live) interaction with students to maintain relationships, receive regular connection, and coaching.
- \* Engagement opportunities with school-specific peers in and outside of the virtual setting.
- \* Social Emotional Learning content and experiences.
- \* Connectedness will include 1:1, small group, and/or whole class experiences via Zoom and/or Google Meet.
- \* Instruction will be based on the core content areas of reading/ writing, math, science, and social studies.

### Model Day Schedules

Research supports that a well-crafted schedule can lead to the following outcomes:

- \* result in more effective use of time and resources (human as well as material);
- \* improve instructional climate;
- \* help resolve problems related to the delivery of instruction including consistent learning time in all classrooms; and
- \* assist in establishing desired programs and instructional practices to support differentiation. (Canady & Rettig, 1995)

To this end, the Educational Services department developed developmentally appropriate “Model Day Schedules,” by grade span, as a guiding framework to support consistent practices, use of adopted curricular resources and instructional time across the District. These Model Day Schedules were shared with the RTS Curriculum & Instruction planning team and used as basis for the development of “sample class schedules” for teachers and students. The consistent use of the model day schedule ensures that students will have the opportunity to meet and exceed the required synchronous and asynchronous instructional minutes. Using the online Acellus program for asynchronous activities provides on-demand, real time data to track engagement, progress and attendance for students, families and instructors.

Sample Schedules were developed based upon the following principles:

- \* Prioritizes core content instruction
- \* Ensure that all students engage in an educational day that exceeds the state minimum instructional standards
- \* Age appropriate blocks of time for on-task activities
- \* Daily structure for students and families
- \* Balance of synchronous and asynchronous learning activities
- \* Maximizes opportunities for small group & individualized support
- \* Provides a daily meeting for developing connections with teacher and peers
- \* Frequent breaks
- \* Significant time devoted for teacher, student and family connections on a daily basis
- \* Significant time devoted to educator professional learning activities and collaboration

## 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.]

We provide a variety of professional learning experiences for our staff.

- \* Provide learning opportunities to support teachers according to grade level and content area needs.

- \* Increase opportunities for ongoing professional learning in development of engaging distance learning environments and opportunities for peer collaboration.
- \* All staff will be provided training for the Community Resilience Model (CRM), social-emotional learning and trauma-informed instruction.
- \* Monitor and support the ongoing professional development of the teacher workforce as well as the effectiveness of instruction.
- \* Require professional learning to support the successful integration of technology by developing instructor knowledge in terms of Technological, Pedagogical and Content Knowledge (TPACK).

## Staff Roles and Responsibilities

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

Because schools are currently operating under different circumstances than in the past, the roles and responsibilities of staff members have been revised to meet the needs of our community.

A new responsibility of school support personnel has been the preparation and distribution of materials through a curbside pick-up process. Staff members have prepared large bags containing student textbooks, Chromebooks, hot spots, and all supplies students need to engage in learning while at home.

New responsibilities for administrators include:

- preparing school campuses for social distancing and safety procedures.
- facilitating staff training on social distancing and safety procedures.
- monitoring personnel to ensure adherence to social distancing and safety procedures.
- providing training and support to staff for the virtual learning environment.
- complex classroom assignment procedures factoring in family needs.
- coordination of remote learning systems.
- ensuring equitable access to at-home technology.
- daily family outreach to determine and address barriers to student engagement in the virtual classroom.
- conducting meetings with colleagues, staff, families and community members through video conferencing platforms.

New responsibilities for teachers in the virtual classroom environment include:

- using online platforms and programs not previously used.
- ensuring instructional plans are appropriate for a virtual environment.
- communicating daily schedules to families in specific detail while limiting changes that could cause confusion.
- communicating access procedures for instruction and resources to parents and students.
- engaging and motivating students in a virtual environment.
- advance planning with support personnel given that synchronous planning and communication is not possible
- posting all assignments and providing feedback on progress through a learning management system.
- conducting meetings with colleagues and families through video conferencing platforms

New responsibilities for paraprofessionals include:

- using online platforms not previously used and monitoring online chat boxes to respond to student questions.
- engaging and motivating students in a virtual environment.
- advance planning with classroom teachers given that synchronous planning and communication is not possible.
- supporting equitable access to at-home technology
- conducting meetings with colleagues and families through video conferencing platforms

New responsibilities for child nutrition staff include:

- preparing meals to be consumed outside of school facilities.
- designing and facilitating curbside meal pick-up routines.
- conducting meetings with colleagues and families through video conferencing platforms

Physical Education and Elective teachers have been assigned new roles and responsibilities to include:

- recording physical education and music lessons for students.
- providing family outreach services to re-engage students in learning.
- assisting families in overcoming barriers to student engagement.
- assisting home school personnel as participation in these programs has increased.

## 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.]

### Student Supports

We nurture positive relationships with students and use a multi-tiered system of support to ensure prevention and intervention to maximize student engagement and achievement.

### Classroom Expectations for Attendance and Engagement

- \* Establish class schedules that feature daily real-time interaction between teachers and students and students and their peers.
- \* Mark attendance daily and initiate outreach and support to students experiencing barriers to attendance.
- \* Asynchronous learning activities that provide teacher with real time progress monitoring and engagement tracking through Acellus.

### Support for All Learners

- \* Provide opportunities to hold individual or small group meetings with a credentialed teacher in order to receive specialized learning supports and/or enrichment opportunities.
- \* Provide access to teachers, counselors, therapists, and other personnel by email or phone, by appointment, or through established and clearly communicated “office hours.”
- \* Provide differentiated opportunities to support and enrich learning for advanced learners.

- \* Immediate feedback and support through computer adaptive technology and live teacher monitoring of student activities

### Support for Students with Specialized Needs

Teachers will address students' unique instructional needs through the lessons, assignments, and small group or one-on-one sessions provided through in-person distance learning. Students and families will be able to communicate regularly with educators to receive additional assistance around instructional areas in a small group setting.

### English Learners

- \* Our district's English Language Learner Instructional Plan (students who speak a language other than English at home):
- \* English Learner needs are identified and prioritized in each instructional model.
- \* Live daily designated English Language Development (ELD) and specifically designed curriculum for developing language.
- \* Integrated ELD incorporated into all content area lessons that align with the four domains of language development: Listening, Speaking, Reading and Writing.
- \* Ongoing formative assessment, feedback, immediate remediation and acceleration support through computer adaptive technology and live monitoring.
- \* Use of research-based instructional methods informed by expert partnerships including strategies from the Sobrato Early Academic Language (SEAL) model.
- \* English Language Arts and Mathematics support courses available for middle school grades.

### Homeless and Foster Youth

- \* Our district's Wellness Coordinator, as well as Parent Liaisons at each school site, will reach out to homeless and foster families to ensure the following:
- \* Students have access to technology and internet connectivity to equitably participate in learning activities.
- \* Parents are knowledgeable of food distribution sites and schedules.
- \* Families are provided with appropriate connections to community resources.
- \* Mental and Behavioral Health staff will facilitate social emotional support services to identified students.

### Students with Disabilities

- \* Collaboration between educational specialists and general education teachers.
- \* Ensure access to the general education curriculum through specialized academic instruction.
- \* Offer related services (i.e. speech therapy, counseling, occupational therapy) virtually to eligible students.
- \* Provide alternate online curriculum and/or supplemental printed materials for students with significant support needs.
- \* Ongoing formative assessment, feedback, immediate remediation and acceleration support through computer adaptive technology and live monitoring.

## 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.]

Specific student academic needs will be determined through ongoing formative and diagnostic assessment embedded within the Acellus platform. Additionally, all students, regardless of the learning model they are participating in, will engage in a systematic assessment cycle.

This system includes:

- Renaissance Star 360 assessments in both English language arts and mathematics administered to all kindergarten through eighth grade students.
- Performance tasks in English language arts and math for all kindergarten through eighth grade students in October and January/February.
- Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third through eighth grade students are administered in October and February.
- English language development assessments provided through supplementary English language development programs at the elementary (Imagine Learning) and intermediate (SRI) school levels for English learners at every grade level. Initial benchmarks are administered at the beginning of the school year along with two follow-up assessments to monitor progress throughout the year.

Because students in the San Bruno Park School District participate in these assessments each year, results for continuing students can be compared with the assessments taken during the 2019-20 school year. A detailed analysis of assessment results will be conducted to identify students who experienced learning loss or have not yet met academic standards. All assessments provide detailed information about the specific skills students have not yet mastered.

## 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.]

Utilizing the Acellus curriculum, teachers are able to identify students who are needing additional support and target skill gaps. Each classroom teacher will provide small group instruction utilizing District adopted, common core aligned support materials for Tier II interventions. Additionally, Acellus offers support classes for language arts and mathematics are offered for middle school students, as well as early intervention courses for Kindergartners and 1st graders with Special Needs.

Students with exceptional needs will receive additional support identified through their Individual Education Plan (IEP) to the extent practicable. English learners, foster youth, low-income, and/or are experiencing homelessness will attend an increased number of small group sessions.

Strategies used during small group sessions to address learning loss and accelerate learning progress include but are not limited to:

- Early systematic assistance in one or many areas of student learning.
- Increased use of peer discussion.
- Spaced practice over time.
- Directed self-verbalization and self-questioning.
- Increased use of visual input.
- Breaking information down into smaller units.

## 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.]

The effectiveness of the services and supports to address specific student academic needs will be measured through ongoing formative assessment measures, such as grades on student assignments, quizzes, and tests, in addition to teacher observation and a systematic cycle of assessments including:

- Renaissance Star 360 assessments in both English language arts and mathematics administered to all kindergarten through eighth grade students.
- Performance tasks in English language arts and math for all kindergarten through eighth grade students in October and January/February.
- Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third through eighth grade students are administered in October and February.
- English language development assessments provided through supplementary English language development programs at the elementary (Imagine Learning) and intermediate (SRI) school levels for English learners at every grade level. Initial benchmarks are administered at the beginning of the school year along with two follow-up assessments to monitor progress throughout the year.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## 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 pandemic and closure of the schools has impacted everyone and students, parents and staff need some level of support. Feeling welcomed, safe and connected is the foundation for learning and is the focus of the return to school plan. Well-being supports are varied and flexible according to student needs and the most effective way to support the different levels of need is through the following 3 tiered system.

Tier 1: Universal support for all students and is provided within the class with wellness practices embedded into the day to address the impact of the trauma. Support staff will provide consultation and collaboration with teachers frequently. A social-emotional curriculum will be implemented with the support of the County Office of Education. The District has also invested in Panorama, a tool that provides data to identify student needs and provides resources to meet their needs. The Wellness Coordinator will provide resources for parents and staff on community support.

Tier 2: Targeted support for some students based on their need. It is short term and provided through small groups, check-ins, intervention plans and consultation with school members and parents. These supports are provided by 1 ½ elementary counselors and 2 academic counselors through such activities as lunch bunch, social groups and mindfulness activities.

Tier 3: Specific support for a few students who have been referred, assessed and eligible for mental health services from a mental health therapist. There is a process for referring students for tier 2 or tier 3 support and consultation with families and teachers. Teachers in grades 6, 7 and 8 will receive suicide prevention training in September and will have access to the mental health therapists for support.

A site administrator with a background in trauma informed practices will lead the implementation of this plan as well as coordinate the professional development opportunities for the District's staff. Prior to the beginning of the school year, all teachers and paraprofessionals will receive training in the Community Resiliency Model (CRM) which, "trains community members to not only help themselves but to help others within their wider social network. The primary focus of this skills-based, stabilization program is to re-set the natural balance of the nervous system. CRM's goal is to help to create "trauma-informed" and "resiliency-focused" communities that share a common understanding of the impact of trauma and chronic stress on the nervous system and how resiliency can be restored or increased using this

skills-based approach." Ongoing support through the San Mateo County Office of Education will assist in the successful implementation of this plan.

Professional development will be guided by the outcome of the data collected through Panorama and will be ongoing throughout the school year. The year will start with training on trauma-informed practices for the entire staff. Additional training will start in October on Social-Emotional Learning and continue throughout the year.

## Pupil 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.]

The San Bruno Park School District is committed to engaging all students in learning. The District has assigned a site level administrator to oversee the development, implementation and monitoring of student attendance procedures and protocols. The following protocol has been established for tiered reengagement and family outreach in the event that students are absent from distance learning:

Consistent attendance and engagement are critical for student success. The following protocol has been established for tiered reengagement and family outreach in the event that students are absent from distance learning:

Tier 1 for all students:

Students are required to attend daily virtual sessions through a meeting platform chosen by the teacher (Google Meet or Zoom). Students should only miss if they are ill and absent from school, which must be reported to the school site by the parent/guardian daily. Weekly engagement records are maintained that include:

- Daily attendance taken and recorded by classroom teachers in the District's student information system at the end of each instructional day.
- Absences from daily instruction should only be for excusable reasons
- Student absences are verified by the school office staff.
- Assignment completion and student participation kept through grades in the District's student information system.
- Assessment information recorded and shared with parents/guardians through the district's student information system.

Tier II for students who have accumulated three or more consecutive absences, have missed 60 percent of the instructional days in a school week, or for students who are present but not in engaging instruction:

School office managers monitor student attendance documented in the District's student information system and makes daily absence notification to parents/guardians. Office managers will notify the site's parent liaison and/or the school counselor when a student meets the criteria for Tier II reengagement support.

Parent liaison and/or school counselor contacts families ) to identify barriers to student engagement and provides personalized assistance in eliminating barriers. Primary language interpretation will be offered through parent liaisons. Assistance may include but is not limited to:

- Providing access to necessary resources such as technology, internet access, materials, etc.
- Ensuring translation and interpretation support, if necessary.
- Referrals to mental health and social and emotional supports and services.
- Assign an adult mentor to check in with and connect to student/family daily or weekly

Tier III for chronically absent students who have accrued 10 or more absences from distance learning:

School administrators and parent liaisons continue to work with and support the family to address ongoing barriers which may include inter-agency case management teams. Site administrators will work with the Student Services Department and the Attendance Coordinator to facilitate referrals to the School Attendance Review Team, District Attendance Review Team, and/or the county School Attendance Review Board. Attendance review teams and boards work with families to eliminate barriers to school attendance.