

Learning Continuity & Attendance Plan (LCP)

August 27, 2020



What is the LCP?

- ❑ Senate Bill 98 (SB 98) established the Learning Continuity and Attendance Plan (Learning Continuity Plan or LCP)
- ❑ **This plan is intended to memorialize the planning process that was already underway for the 2020–21 school year.**
- ❑ The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year



Stakeholder Engagement

From March through August 2020, SDUHSD gathered input from students, staff, and families related to their experiences before and after school closure on March 13th. Below is a summary of the methods used to gather stakeholder feedback and input.

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Meetings with Advisory Committees	Surveys	Collaborative Partnerships
<ul style="list-style-type: none"> ● Parent Site Rep Council (DAC) <i>April 22, June 1</i> ● Special Education Strategic Plan Parent Advisory Group <i>April 16</i> ● Parent Curriculum Advisory Committee (PCAC) <i>May 5, August 4</i> ● Coordinating Council <i>May 6, May 15, May 21, June 9, Aug 13</i> ● Safety and Wellness Committee <i>May 22</i> ● District Leadership Council <i>weekly</i> ● LCAP Advisory Committee <i>April 27</i> ● Student Summit <i>April 22 & 23, August 19</i> ● Parent Focus Group <i>August 10</i> ● SDUHSD Reopening Work Groups <i>June, July, August</i> ● Board Meetings <i>Monthly</i> ● Parent Curriculum Advisory Committee (PCAC) <i>May 5, August 4</i> 	<ul style="list-style-type: none"> ● Student/Family Thought Exchange <i>June, July, August</i> ● Staff Thought Exchange <i>March, June, July</i> ● Safety & Wellness Group Thought Exchange <i>May</i> ● Pupil Services Support Thought Exchange <i>May</i> ● SDUHSD Community Survey <i>April</i> ● Student Learning From Home Survey <i>May</i> 	<ul style="list-style-type: none"> ● San Dieguito Faculty Association (certificated) ● California School Employees Association SDUHSD Chapter (classified) ● State and Local Partners <ul style="list-style-type: none"> ○ San Diego County Office of Education ○ California Department of Education ○ San Diego Public Health Services

Common Themes Prior to & During School Closure



Clear and consistent communication with all stakeholders

All stakeholders noted the need for timely and clear communication to keep the community informed



Collaborative partnerships with all stakeholders for decision-making

Teachers and students both requested representation on district committees



Opportunities for all stakeholders to provide feedback and engage in 2-way communication

Students, staff and families expressed that they would like more opportunities to provide feedback as well as feel like their feedback is valued



Provide clear structure and consistency across all classes and teachers regardless of the instructional model

Students and families highlighted the need for consistency across all classes with expectations and communication



Provide high-quality & relevant professional learning opportunities for certificated & classified staff

Classified staff expressed the need for improved professional learning opportunities. Certificated staff expressed that they would like to continue having district and site provided professional learning, access to high quality professional learning, as well as time to collaborate with colleagues

Themes Related to 20-21 Reopening Model



Clear expectations for students and families on how to be successful in Distance Learning

Families, students, and staff noted the need to communicate clear expectations in Distance Learning so everyone is on the same page



Provide devices and reliable connectivity

Families expressed the need for WiFi hotspots or more bandwidth to support online learning at home



Easily accessible resources for help using technology tools (Google Classroom, Meet, etc)

Students, staff, and families highlighted the need for training and resources on how to access and use all of the instructional technology tools for Distance Learning



Easily accessible resources to support social-emotional learning and academics at home

Students, staff, and families expressed the need for resources on the school and district websites related to social-emotional and academic support while in Distance Learning



Timely communication between teachers/school staff and students/families

Students and families highlighted the need for timely communication and feedback in the Distance Learning model

Planning & Preparation for 2020-2021 school year

2020-21 Reopening Focus Areas



Learning and Instruction

Focus
Academics and Instructional Models

Goal
Develop instructional models that meet changing circumstances

State Guidance
[Assembly Bill 77](#)



Health and Safety

Focus
Hygiene, training, and symptom checking

Goal
Identify challenges and develop health and safety solutions

State Guidance
[CA School Guidance](#)
(linked under "Statewide Guidance and Checklists")



Social and Emotional

Focus
Student and staff wellbeing

Goal
Develop resources to support re-engagement, building resilience and healthy coping strategies



Operations

Focus
Facility space, social distancing, and safety equipment

Goal
Identify challenges and develop operational solutions

State Guidance
[CA School Guidance](#)
(linked under "Statewide Guidance and Checklists")



Family and Community Engagement

Focus
Community engagement

Goal
Collect data from and disseminate information to all stakeholders in the SDUHSD community

In-Person Learning

SDUHSD will operate on the **Distance Learning Model** for the entirety of the **first quarter of the 2020-21 academic year**, and consistent with the California Department of Public Health Mandate/Guidelines and the San Diego County Public Health Order when the district is allowed to bring students on campus, although remaining in the Distance Learning Model, will prioritize students with disabilities, students who are English Learners, students who are high-risk, students with inadequate learning environments, and then all other students.



Distance Learning Plan

Students and teachers will engage in online learning that is significantly different from the emergency remote learning in Spring 2020.

Instruction will include **daily live interaction** with a teacher(s) and peers, **attendance**, and clear **grading policies**.

The 2020-2021 Distance Learning model will include a return to **full curricular content** in an online setting.



How Will Fall 2020 Distance Learning Differ from Spring 2020?

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Learning Components	Spring 2020 Emergency Remote Learning	Fall 2020 Distance Learning	Explanation of Changes
Full Academic Content	✗	✓	California Assembly Bill (SB 98 / AB 77 Ed Code 43503) mandates that distance learning shall include: "Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction."
Measure Student Learning Loss	✗	✓	State mandates assessment of students to measure learning status, particularly in the areas of English language arts, English language development, and mathematics, address learning loss, and accelerate learning progress (SB 98 / AB 77 Ed Code 43509). SDUHSD will implement a teacher-recommended academic universal screener assessment program for English Language Arts and math to be administered to all students (7-12) multiple times throughout the 2020-2021 school year.
Consistent Learning Platform	✗	✓	All teachers and students use Google Classroom as the primary learning management platform to manage their coursework and streamline delivery of content and resources. Teachers may supplement Google Classroom with additional district-approved tech tools .
Live Instruction (Synchronous)	✗	✓	State mandates daily live (synchronous) instruction (SB 98 / AB 77 Ed Code 43503) and required number of instructional minutes (SB 98 / AB 77 Ed Code 43502). Daily live instruction includes activities such as check-ins/office hours, whole class discussion, small group discussion, progress monitoring, etc.
Independent Student Work (Asynchronous)	✓	✓	Research indicates that no more than 50% of online instruction should be synchronous to support equity, comprehension, and to reduce screen fatigue. Daily asynchronous learning includes independent learning activities such as watching tutorial videos, reading, synthesizing information and responding to prompts/instruction, etc.
Attendance	✗	✓	State mandates daily attendance and record keeping (SB 98 / AB 77 Ed Code 43504) Continue to focus on student check-ins and access
Bell Schedule	✗	✓	Clear bell schedule supports students access to live instruction (synchronous) and independent work (asynchronous), while eliminating overlap between courses.
Letter Grading System	✗	✓	Letter grades will be earned by students for all classes and will represent quality of work and mastery of course standards Clearly established grading policies communicated by teachers through course syllabus Regular reports on academic progress available to parents/guardians through Aeries

Continuity of Instruction

Access to Devices and Connectivity



- ❑ Chromebooks will be **provided to every student**. Devices are due to arrive in late October.
- ❑ Provide WiFi hotspots to any student and/or family who requests one from their school
- ❑ At that time the district will be **fully 1:1 with student devices**, ensuring student access and equity.
- ❑ Go Guardian software is being provided for all teachers to monitor their students activity and engagement from the Chromebooks.

Participation



- ❑ Students will **participate in daily live instruction** & are expected to sign-in to their courses on time
- ❑ Teachers will **take attendance** at each class meeting and will be recording both attendance and engagement
- ❑ Students are expected to **engage safely, respectfully, and with academic integrity** at all times during distance learning
- ❑ Student **engagement in synchronous and asynchronous learning time** will be measured for participation and attendance
- ❑ SDUHSD is following state guidelines in the implementation of a system for tracking attendance
- ❑ SDUHSD will provide clear attendance guidelines to students & families before school starts

Professional Development

SDUHSD Teacher Professional Learning Week August 10-14, 2020

A week of online Professional Learning designed to help staff gear up to provide high-quality Distance Learning this fall.

Topics included:

- Distance Learning Pedagogy
- Educational Technology
- Social-Emotional Supports
- Supporting Students who are Learning English
- Supporting Student with Disabilities



Supporting Students with Unique Needs

English Learners

- ❑ Course to support **English Language Development** (ELD 1-4, Sheltered courses, Dual Language Immersion Program, Newcomer Academy)
- ❑ **Bilingual Instructional Aides**
- ❑ **EL Lead** Teachers
- ❑ **Rosetta Stone** Program, **Edge/Inside** curriculum

Students with Disabilities

- ❑ **Co-taught courses**
- ❑ **Specialized Academic Instruction** courses (Academic Support, Foundational and Functional Academics)
- ❑ **Transitional Supports** (Individualized Transition Plans and Supports, C.O.A.S.T. Academy)
- ❑ **Instructional Aides**
- ❑ **Related Services** (Speech, Counseling, AT, APE, Workability, and many more)

Learning Loss

Identify, address, progress monitor,
evaluate



State Mandates

- ❑ Assembly Bill 77 (AB 77) & Senate Bill 98 (SB 98) established the Learning Continuity and Attendance Plan (Learning Continuity Plan or LCP)
- ❑ AB 77/SB 98 mandate that all districts and schools have a method to
 - ❑ **assess students to measure learning status**, particularly in the areas of English language arts, English language development, and mathematics.
 - ❑ **address student's learning loss** and accelerate learning progress
 - ❑ **measure the effectiveness** of services or supports provided to address learning loss



STAR Program

Background

- ❑ STAR is one of only two assessments that are highly rated by the [National Center for Intensive Intervention](#) and normed through 12th grade.
- ❑ STAR is a **formative assessment** which provides results during the teaching process on **students knowledge, skills, & abilities related to grade level content and concepts** as well as detailed information on the **focused skills students are ready to learn**

Benefits

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- ❑ STAR is used in many high school districts around the state of CA as a universal screener
- ❑ STAR results can be used as one of multiple measures to...
 - ❑ assess each student's **strengths and needs**
 - ❑ **inform instruction** in a timely manner
 - ❑ inform **course placement** and student schedules
 - ❑ recommend targeted **interventions** and supports
 - ❑ set and track student **learning goals**
 - ❑ measure the effectiveness of the district's **mitigating learning loss plan**
 - ❑ **reclassify students** who are English Learners

Address Learning Loss

Academic Interventions & Supports

- ❑ **Reading Intervention Program** (Read 180 & System 44)
- ❑ **Math Remediation** & Support Courses
- ❑ **Executive Functioning** Support Courses
- ❑ **College Readiness** Support Courses
- ❑ **Reading and Literacy** Intervention Courses
- ❑ Site **Tutoring** Programs
- ❑ **Comprehensive Assessment Program** to measure and monitor student learning which includes the Universal Screener Assessment (STAR) and skill building practice program for Reading (Freckle) and Math (Freckle & ALEKS)



Measure Student Progress

- ❑ Student academic growth over time
 - ❑ STAR Universal Screener Results- from fall semester, spring semester, & full year

- ❑ Student mastery of Essential Distance Learning Outcomes (course grades)

- ❑ Formative and Summative class assessments

Mental Health & Social Emotional Well-Being



Social-Emotional Support

MTSS S-E Supports

- ❑ District Counselor (CoSA) to provide S-E supports/ resources
- ❑ Tier 1
 - ❑ School Counselors
 - ❑ SEL Scope and Sequence
 - ❑ Social-Emotional Universal Screener (CoVitality)
 - ❑ Second Step Curriculum at the MS Level
 - ❑ Student Connectedness Time

- ❑ Tier 2
 - ❑ Student Support Specialists and Brief Intervention Counseling
 - ❑ Care Solace
- ❑ Tier 3
 - ❑ School Psychologists and Targeted Educationally Related Mental Health Services (ERMHS)
- ❑ Professional Development
 - ❑ Inclusive classrooms, re-engagement strategies, safe and supportive classrooms
 - ❑ Kognito At Risk Students & Trauma-Informed Classrooms Training

Student Engagement & Outreach



If a student is not participating in online learning...

1. Calls home in multiple languages
2. Supportive, virtual meetings
3. Home visits- door hangers in multiple languages
4. Letters home

Attendance monitoring for early intervention based on needs

- ❑ Address the cause; health, nutrition, mental health, IT assistance, academic support
- ❑ Continued monitoring for targeted supports to include intensive academic support and outside referrals

School Nutrition



- ❑ All students will be offered the opportunity to pick up meals for multiple days on designated days of the week.
- ❑ Pick up days/time have already been planned and advertised to students and families
- ❑ Students will be offered an individually wrapped entree for breakfast and lunch and a pre-packed fruit/vegetable/juice pack/optional milk.
- ❑ School meals are healthy, nutritionally adequate meals that are required to meet the *Dietary Guidelines for Americans*.

Questions?