

# 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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacifica Elementary School District	Will Lucey Executive Director, ESS	wlucey@pacificasd.org (650) 738-6617

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On March 13, 2020, the Pacifica School District, along with 22 other school districts in San Mateo County, made the difficult decision to close schools in order to slow the spread of the corona virus. At the time, it was anticipated that schools would reopen after Spring Break. However, with the State of California continuing its Stay At Home order issued March 19, 2020, this did not occur and school campuses remained closed through the end of the 2019-2020 school year. Planning for school closures had already started prior to the actual closure. Our District administrators along with our Specialists in the area of Humanities, Math, Science and Access, Innovation and Equity began planning to collecting resources and building plans for Virtual Learning. On March 16th and 17th, Pacifica staff gathered at their school sites to collaborate and make a plan for how students would continue learning from home for at least the next three weeks. At the same time, communication went out to all Pacifica families with school closure updates and a survey to determine who needed a device to participate in learning. By the middle of the first week after campuses were closed, Chromebooks were distributed to families who requested them. This continued throughout the Spring and over 1000 Chromebooks were distributed. Also, in the first week of the closure, our child nutrition department distributed meals at all school sites using drive-through pick-up service. Distribution of meals continued throughout the Spring at designated sites on both the north and south ends of Pacifica. Distance learning began on Wednesday, March 18th with teachers connecting with their students and communicating the routines and tools that would be used. Student belongings and material pick-up schedules were established. Communication went out to all families and printed materials were made available to support all learners. Teachers and school office staff started to monitor student engagement in distance learning. Administrators at each site, along with office and support staff began to contact any families who were not participating or engaging virtually. The administrator set up support systems for these families to make sure they had all the tools needed to participate and fully engage. As they designed their COVID-19 response, Pacifica administrators considered the many barriers to distance learning facing their students with the highest need. We prioritized the student populations such as students who are socio-economically disadvantaged, English learners and/or have special needs. Their supports and needs were intentionally addressed and effective supports were in place.

Throughout the period of closures and continuing, the district sought feedback from the community and made adjustments. Based on the experiences of teachers, students, and parents during emergency distance learning in Spring 2020, the District involved students, families,

and staff in decision-making. On June 17, 2020, the District convened working groups to develop, communicate, and implement plans for a smooth reopening school on August 19, 2020.

California's Governor Newsom issued an executive order on July 17, 2020 mandating that, in order for schools to open for in-person instruction, they must be in a County that has not been on the Monitoring List for at least 14 consecutive days. During Pacifica School District planning of the reopening of schools, San Mateo County was not on the COVID watch list. Based off this work and the input from staff and community, on July 23, 2020 families were sent a survey asking them to select between three programs; Continuum Learning Program, Full Year Distance Learning Program and Home Study Program. On August 1st, San Mateo county was officially put on the watch list. As a result, Pacifica School District started the new school year with all campuses closed and all students, irrespective of which of the three program they were enrolled, started in distance learning. The school year began for the over 3,100 on August 20th virtually, with 19% of the students in Full Year Distance Learning, around 2.5% in the Home Study Program and 79% in the Continuum Learning Program. As we move into the beginning of the 2020-2021 school year, the program has been designed to ensure the safety of all students and staff; maximize student engagement and student academic growth; provide support for social-emotional needs; and provide support for staff and families.

## Stakeholder Engagement

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

Pacifica School District stakeholder engagement process used to solicit feedback entailed both surveys and input stakeholder groups.

Surveys:

Digital Tools Staff Survey - 146 responses (sent out on 5/26/20)

Family Distance Learning Feedback Survey - 1,024 responses (sent out on 6/6/20)

Staff Distance Learning & Wellness Survey - 179 responses (sent out on 6/8/20)

PSD Instructional Model Option Survey - 3,348 responses (sent out on 7/24/20)

Input Stakeholder Groups:

PSD Family Engagement End of Year Meeting - 6/3/20 - School site teams from each school consisting of school administration, certificated staff, classified staff and parents/guardians met virtually together to present their reflections on engagement at their schools in 2019-2020 and to present goals and plans for engagement in 2020-2021.

Return To School Work Groups - 6/17/20, 6/24/20, 7/1/20, 7/8/20, 7/15/20 - each group made up of site administrators, teachers, classified staff member, and district office staff members. The four groups were Instruction/Technology, Special Education, Wellness, Health/Safety/Operations/Facilities

Parent Advisory Meetings - 7/16/20, 7/30/20, 8/6/20, 8/13/20  
District English Language Advisory meeting - 3/17/20, 8/13/20  
Whole District Teacher Meetings - every Friday from 4/3/20 to 6/24/20  
Whole District Classified Staff meetings - every Friday from 4/17/20 to 6/24/20  
Whole District Staff meetings 7/10/20 to 8/21/20

Superintendent and Director of Human Resources met each week during the summer with LSEA Leadership. CSEA President and Superintendent spoke by telephone several times a month during the summer.

[A description of the options provided for remote participation in public meetings and public hearings.]

In accordance with Executive Order N-29-20 issued by California Governor Newsom on March 4, 2020, all PSD Board meetings and public hearings are held through Zoom webinar without a physical location from which members of the public may observe and offer public comment. All public participation is handled remotely. Members of the public may comment during public meetings on agenda items or non-agenda items. Speakers submit their name and agenda item they wish to speak on in the Question and Answer area of the webinar. When speakers are called to address the Board, their microphone is unmuted and they have up to 3 minutes. The school community is notified of Board meetings and public hearings through the district website and via email through School Messenger.

[A summary of the feedback provided by specific stakeholder groups.]

Stakeholder input was gathered through PSD Family Engagement Group, Return to School Work Groups, Parent Advisory, Certificated and Classified District meetings, District English Language Advisory Committee meetings, staff and community Wellness and Distance Learning surveys. Health and safety of students and staff, communication, streamlining and support with technology tools, and parents' support of their child with distance learning were the main concerns of all stakeholders.

Family Distance Learning Survey - 1,024 responses

The major trend from this survey of families was that distance learning in the spring of 2020 caused hardship for families in little less than half the families surveyed (476) with the same saying that distance learning was not manageable for their families. Also, families indicated, interest in having a more structured distance learning program with schedules that were flexible but allowed for more engagement time with teachers.

Digital Tools Staff Survey - 146 responses

With relation to effectiveness of technology tools and uses, the staff responses indicated their desire for the tools to be consistent across grade levels especially with consistent communication platforms (Classroom, Seesaw, Jupiter in middle school and Google Meet vs Zoom). Other trends were around the challenge of the use of different technologies in the Spring and the need for staff and parent/guardian training on digital tools.

Staff Distance Learning & Wellness Survey - 174 responses

Staff was asked on this survey to reflect on their confidence within distance learning from their Spring experiences and their personal concerns for the new school year. In summarizing the staff confidence that they can help students who need the most academic support, 17% responded that they are not at all confident in a distance learning setting. 21% of the same surveyed staff are not at all confident that they could help students with either special needs or English Learners in a distance learning setting. 45% of the staff indicated their safety or the safety of their family was their most important concern.

PSD Instructional Model Option Survey - 3,348 responses

A Survey given to all families where they would indicate their preference of which program they wanted their child in for the 2020-2021 School year. 79% selected the Continuum Learning Model (Starting with distance learning moving to a hybrid virtual and in-person learning, with hope of full return to in-person when safe to proceed) while 19% selected the Full Year Distance Learning Model. 2% selected Home Study Program.

PSD Family Engagement End of Year Meeting- Principal, staff and parent teams from each school site.

The initial purpose of these school teams was to improve on family engagement at their school that has a direct link to learning. This work had been going on all throughout 2019-2020 school year. The end of the year presentations allowed for these teams to reflect on their progress towards their engagement goals, but also allowed them the opportunity to reflect collaboratively on what engagement looked like after the shelter-in-place and plan engagement related goals for the 2020-2021 school year. The feedback from these school teams at this meeting centered around the need for increased communication and engagement with parents during distance learning and defining a stronger partnership with parents/guardians in their child's learning. Also, the importance of teacher student engagement is even more important during distance learning.

Return To School Work Groups - Work groups for Instruction/Technology, Special Education, Wellness and Health and Safety/Operations/Facilities

Each work group consisted of site administrators, teachers, classified staff members and district office staff members. Input and recommendations from each of these groups was gathered and shared with all four working groups at the end of the work group meeting day. The main concern with all the groups was the health and safety of students and staff. The health and safety group proposed plans that are aligned with the health and safety protocols in the State and County guidelines. Specifically, they applied the four pillars from the Pandemic Recovery Framework in the plans for reopening schools. The Wellness Group focused on social emotional supports for students, families and staff. Specifically on the needs and proposed strategies of staff students and community. The feedback and input from this work group was around self care, allowing opportunities for safe interactions, compassion and to be flexible with schedules to create time to recover from loss of school time. The Instruction/Technology group input and feedback focused on increasing engagement as compared to the Spring; have a more structured "school day" with routines, schedules and expectations from the start and that communication and collaboration are vital. This work group proposed hybrid models and distance learning models for the grade level bands. They also looked at streamlining the technology tools and making them consistent across grade levels. The Special Education group input centered around student and staff needs. This group proposed ideas around addressing considerations for in-person instruction and services and distance learning instruction and services. Many of the ideas proposed were geared to how these students would be mainstreamed with the general education population and creating as much in-person support in one-on-one and small group settings. Another idea proposed was consistent grade level schedules to provide opportunities for special education staff to push into classrooms.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on input and feedback gathered from stakeholders, the district has made the following modifications:

1. All stakeholders will be provided and be part of health and safety guidelines and practices. They will also have opportunities to provide input in reopening school plans.
2. Learning loss is being addressed by applying the elements of accelerated learning to instruction in Mathematics and English Language Arts. We will use our existing curriculum assessments and identify essential foundational standards for the grade level. We will make adjustments to the scope, sequence and pacing of instruction. Unfinished learning and current progress will be monitored. Scaffolding strategies will use to support students in accessing grade level content. Instructional schedules will include time for academic check-ins and support.
3. Training is being provided to teachers and staff on best practices for student engagement within a remote teaching environment.
4. Systems are being developed for tracking student attendance and engagement, and staff will employ reengagement strategies for students who are not participating. Staff will provide supports as necessary depending on student need.
5. Teachers will increase the regularity of communication opportunities for both students and families to allow for student progress updates and feedback from students and families.
6. Distance Learning schedules along with synchronous and asynchronous expectations will be provided to staff and families. They will include flexibility to address families capacities and allow for unique needs.
7. Technology support (devices and hotspots) were provided to support access to instruction.
8. Support for students and staff with regards to social-emotional wellbeing and mental health.
9. Technology tools and platforms will be streamlined and consistent across grade level bands; and will be supported with training resources for families and staff.

## 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.]

Due to the Governor's order issued on July 17, 2020, we began the school year in a distance learning format beginning August 20, 2020. On August 28th, the Governor issued a new guidance system for measuring risk from COVID-19 with four colors; purple, red, orange and yellow. San Mateo County is in the purple tier (widespread) and schools are closed for in-person instruction. "In order to reopen schools for

in-person instruction, counties must not only move into the red tier (second-most restrictive), but also remain there for at least two weeks in order to welcome students back to campus. That means a county must effectively have a test positivity rate under 8 percent and fewer than seven new cases per 100,000 residents for at least a month to reopen schools.” (CSBA, State releases new standards for reopening schools and economy)

When San Mateo County is off the watchlist and we are able to open for in-person instruction, students in the continuum classrooms will attend school on a hybrid schedule Monday through Friday with an A/A B/B schedule. We will divide the classes into 2 sessions to reduce the number of students in the classroom. Each group of students will attend each day. When we transition to an A/A B/B hybrid schedule, the classroom teacher will provide direct instruction, shared and guided practice to release students for independent (asynchronous) portion of learning to occur when students are working at home. Teachers will continue to use their communication platform (Seesaw, Google Classroom, JupiterED) to communicate clear expectations to students and support them during independent practice outside of the school day. The district developed sample hybrid schedules, and our adopted curriculum has resources and guidance to support teachers in their planning. When the health conditions allow us to return to full time classroom instruction, teachers will continue to use their communication platforms as the key communication tool for families and students. This will make the possible transition back to distance learning seamless if health and safety conditions require.

Beginning in August and continuing throughout the 2020-2021 school year, teachers and site administrators were provided professional development from (TNTP) The New Teachers Project around addressing learning loss due to school closure in 2019-2020 school year by taking an acceleration (rather than a remediation) approach to student learning in the 2020-2021 school year. These workshop sessions guided teachers in identifying priority instructional content standards and addressing students unfinished learning from the Spring in preparation for current learning. In order to identify students who have experienced significant learning loss due to the school closures in 2019-2020, teachers will use formative assessments within the adopted curriculum to check for students' level of understanding. During in-person learning, teachers will check for understanding using a variety of methods and strategies. This information will drive subsequent instruction and appropriate scaffolds and interventions that will be used. Analysis of assessments, which occur during grade level collaboration, will further facilitate the adjustment of instruction in order to meet student needs and mitigate learning loss. This collaboration time is built into the instructional schedule.

The Return to School Health and Safety Work Group recommendation in conjunction with the guidelines from County and State health authorities have been synthesized to develop comprehensive plan based on these four pillars of the Pandemic Recovery Framework: Health & Hygiene, Face Covering, Physical Distancing and Limit Gathering.

## Health & Hygiene

### Cleaning

Develop explicit and detailed cleaning plan

Custodial staff will follow CDC guidance on the use of face masks and other safety equipment

District approved cleaning supplies will be used

District will provide training to staff on when and how to clean and disinfect classrooms and workspaces.

### Ventilation

Open doors/windows when outside climate allows but keep doors in locked position to quickly close and secure in the event of an emergency  
Consider using fans to maintain healthy airflow  
Maximize outdoor learning as often as the outside climate allows

### Essential Protective Equipment (EPE)

Classrooms/office spaces must be supplied with wastebaskets, tissues and CDC approved hand sanitizer  
Plexiglass shields to be installed at all secretarial workstations  
Gloves available for cleaning in classrooms

### Face Covering

Staff and students (kindergarten-8th grade) will wear face coverings  
Signage and communication to remind students and staff to wear masks  
Parents will clearly mark masks with names of students and will talk with their child about not sharing them and the appropriate way to wear their mask.  
Request parents to send extra masks for their child. Store them in a ziploc bag.  
District will provide classrooms with extra masks when needed  
Provide proper PPE for those who are cleaning

Staff and students (kindergarten-8th grade) will wear facemasks in all outdoor areas and common spaces on campus and when coming onto campus  
Teachers will provide instruction regarding how to adjust, clean and reapply face coverings during the school day.

### Physical Distancing

Students will line up 6 ft apart at classroom door to get temperature check. Child's hand will be stamped to indicate their temperature has been checked.  
Students will be 6 feet apart from others while sitting at desks. (See pictures on the next two slides.)  
Mark areas where lines form to indicate proper distancing  
Stable Cohort Model Definition: a defined group of students whose size is dictated by the ability to implement physical distancing within the classroom or primary learning setting.

### Limited Gathering

Following an AA/BB model, where half the students are on campus and half are working from home, will limit class sizes in order to assure desks within classrooms can be six feet apart  
Using outdoor space for classes  
Staff meetings will be done remotely, outside or in the MPR to abide by the social distancing guidelines  
Physical education can possibly be done in person and will follow social distancing protocols and students will not share equipment  
Ideas or games to use for physical education that do not use equipment.  
Consider staggered start times and identify entry points to the school to limit number of students entering or leaving campus

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
<p>Purchase Personal Protective Equipment (PPE)</p> <p>To enhance health and safety measures for students and staff, and to provide sanitation to classrooms and school offices.</p> <ul style="list-style-type: none"> <li>• Hand sanitizer for all sites to include per classroom and stations on playground.</li> <li>• Thermometers to screen student and staff temperature and additional supplies to respond to students who display any signs of illness.</li> <li>• Signage in classrooms and restrooms regarding hygiene routines</li> <li>• Face masks were purchased and will be distributed to staff.</li> <li>• Cleaning supplies have been purchased to distribute to all classrooms once in person learning is started.</li> <li>• Disinfection and cleaning supplies has been purchased for all sites to be done by trained custodian staff. Hired additional custodian to oversee sanitation processes.</li> <li>• Protective face shields will be purchased for every staff member. These will be distributed to staff once they return to in person learning.</li> <li>• Plexiglass shields at secretarial workstations purchased and installed</li> <li>• Purchase increased stock of soap and towels.</li> <li>• Custodians routinely disinfect all high-touch surfaces using spray bottles, paper towels while wearing gloves and masks.</li> </ul>	<p>\$311,720</p>	<p>No</p>
<p>Provide Professional Learning to PSD Staff:</p> <ul style="list-style-type: none"> <li>• TNTP Accelerated Learning Workshops for all teaching staff to support for the design of the continuum school model.</li> <li>• Bridges Math Virtual Learning Webinar series</li> <li>• Districtwide Collaborative Grade Level Meetings focused on strategies and practices to address learning loss, distance learning and to optimize academic achievement across all learning models (distance, hybrid and full in-person)</li> <li>• Wellness sessions focused on building capacity to facilitate social and emotional learning and well-being for all PSD students; additional focus on staff well-being and self-care.</li> </ul>	<p>Reference in Distance Learning</p>	<p>Yes</p>

Description	Total Funds	Contributing

## 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.]

Pacifica School District has developed three learning model options for the 2020-2021 school year which include:

- Continuum Model - begin the year in Distance Learning, then when deemed safe, transition to Hybrid (2 day in-person learning, 3 day at home learning) and then if possible Full Return to School
- Full Year Distance Learning Model
- Home Study Program

Families chose one of the model options that they felt most comfortable for the 2020-2021 school year, even though all students would start the school year in distance learning. Families were asked to make a year long commitment to the choice they made. Even with the closures of school campuses, the students who chose distance learning were assigned to a distance learning teacher for the entire school year. The continuum program students were assigned to school based teachers. As Pacifica School District is eligible to re-open and it is determined safe to return with restrictions to school campuses, the continuum students will transition to the Hybrid model, while the Year Long Distance Learning students would remain in distance learning. Both the Full Year Distance Learning teachers and Continuum teachers will collaborate and plan together so that there is continuity and consistency across grade level spans and subject areas. Through these collaborations, focus and high-leverage grade level standards will be chosen across schools in each of the subject areas. To ensure continuity and high quality, teachers will be using the district adopted core curriculum to meet the needs of students. All of these curriculums have digital platforms and online resources which will be used by the teachers and students.

- English Language Arts/English Language Development - TK-8 Teachers College Readers and Writing Project
- Math -Adopted Curriculum for K-5 - Bridges Math
- Math - Adopted Curriculum for 6-8 - CPM
- Social Science - Curriculum for K-5 - Teacher developed
- Social Science - Adopted Curriculum for 6-8 - TCI History Alive

- Science - Curriculum for K-5 - Mystery Science
- Science - Adopted Curriculum for 6-8 - Houghton Mifflin CA Dimensions

## 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.]

From the day Pacifica District School campuses first closed on March 15, 2020, the initial goal for distance learning was to ensure all students had access to the resources necessary to engage in distance learning. All students who did not already have a device (preferred: Chromebook, laptop, tablet w/ keyboard) at home or internet connection were issued a Chromebook. Within the first three weeks, a survey was sent out with a message to all families and over 1000 student Chromebooks were distributed to families. Some families also indicated a need for a hotspots to allow for them to have internet connection in their homes. Although there was a delay in getting a supply of hotspots, those needed them were given them eventually. Staff at the school sites actively reached out to families who had not initially connected with their teacher to identify and support their distance learning needs. In anticipation for the 2020-2021 school year, 2,300 student Chromebooks and 200 hotspots were purchased. The Chromebooks will arrive in late September and every student will be issued a district provided Chromebook. Until then the process of identifying and distributing the existing Chromebooks will be the same as it was this past Spring. The hotspots will also be distributed out to all who need and request them. As in the Spring, school sites will monitor student engagement and reach out by email, phone or home visit to those not engaged to identify and support those families needs.

## 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.]

All students will be provided instruction daily with a combination of synchronous and asynchronous learning. Teachers will ensure the synchronous activities and time value of assigned asynchronous work meets the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501). A majority of the instructional minutes will be delivered synchronously. Site administrators verify teacher-developed daily instructional schedules provide for synchronous and asynchronous instruction. Teachers will use the attendance module in the student information system to document daily participation for each pupil on each school day for which distance learning is provided. Daily documentation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and pupils or parents/guardians. A pupil who does not participate in online learning on a school day shall be documented as absent for that school day. A weekly engagement record will be completed by the teacher(s) for each student documenting synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow student re-engagement strategies, described later in this plan, for students that do not participate for 3 or more days.

## 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.]

During the summer, close to one-quarter of our teachers participated in a Distance Instruction: Keys Tools for Engagement course provided through SMCOE in partnership with San Mateo County Community College District. The District will pay for the registration for more of the teachers to participate in a repeat of this course in September. During the August 17th and 18th Professional Development days, teachers participated in two Accelerated Learning workshops, one focused on Math and the other on English Language Arts/ Literacy, were facilitated by The New Teachers Project. Teachers were guided in ways to effectively address students' unfinished learning from the Spring and leveraging the distance learning format to re-engage students academically. Continued follow-up workshops will be provided at the sites throughout the school year. To help establish a common understanding of key distance learning concepts and strategies, all teachers and site administrators were given a hard copy and electronic copy of "The Distance Learning Playbook" by Douglas Fisher, Nancy Frey and John Hattie. The book will serve as a learning and planning resource as staff collaboratively develop and implement distance learning strategies and resources throughout the year. When the teachers received the book, they were introduced to an overview of two of the nine modules within the playbook.

Technology support is and will be provided through resources located on the Educators Hub website including how to videos, screencasts, online PDs and by joining collaboration Google Classrooms.

## Staff Roles and Responsibilities

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

Paraprofessionals' responsibilities with regard to their student and classroom support has changed in the new environment of distance learning. They are active in the zoom meetings especially in breakout rooms and are helping with assignments and asynchronous work preparation. Bilingual staff is being recruited and paid at an hourly rate to provide translation services. At the sites our Library Media Technicians have helped with the distribution and management of the Chromebooks and hotspots. Site office staff has helped with reaching out to families whose students have not engaged in distance learning with their teachers and classes.

When we return to school in the continuum model, we will need additional custodians on site to help with ongoing cleaning and disinfecting procedures. We will be contracting with SMCOE for a bank of hours for the support of a school nurse. Finally, district employees (classified, certificated and administrative) will be trained in the basic public health procedures to stop the spread of COVID-19.

## 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.]

All learners who need additional support for their unique needs will be provided:

- opportunities to hold individual or small group meetings with a credentialed teacher in order to receive specialized learning supports.
- access to teachers, counselors and other personnel by email or phone, by appointment, or through clearly communicated “office hours.”
- Immediate feedback and support through technology and live teacher monitoring of student activities.

Students receiving Special Education Services

- Case managers work with all service providers on the IEP team to communicate a distance learning summary plan to share with families so they understand how goals are prioritized, the method and schedule of service delivery and identifies the school personnel point of contact for each family.
- Students will participate in small group and individual sessions with the service providers and specialists
- Services will be delivered based on the IEP. For example, push-in services may be delivered during synchronous instruction. Other services may be individual or small groups during asynchronous time. Some services may continue to be delivered virtually while others may be delivered in person on campus when safe to do so.

Students who are English Learners will receive:

- Live daily designated English Language Development (ELD) specifically designed 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, intervention and acceleration support through live monitoring.
- English Language Arts and Mathematics support courses available for middle school grades.

Students who are Low Income/Foster Care/Homeless - Afternoon times each week have been set aside to provide extra supports for students who have been identified as needing additional supports. These populations of students will be intentionally identified and provided extra supports. As well, these populations of students will receive extra levels of communication to ensure that all academic and social emotional needs are being met.

## Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide devices to ensure each student can access and participate in digital, distance learning <ul style="list-style-type: none"> <li>• Purchase 2,300 Chromebooks to ensure sufficient inventory for each PSD student to have a Chromebook (1:1)</li> </ul>	\$848,000	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> <li>Library Media Technicians prepare and distribute Chromebooks (newly acquired and from pre-existing inventory) to PSD students.</li> </ul>		
<p>Provide Student Connectivity Solutions and Support Where Needed</p> <ul style="list-style-type: none"> <li>Procure and provide "hotspots" to students/families in need of a connectivity for learning while at home</li> </ul>	\$48,000	Yes
<p>Provide ongoing professional development for all certificated and classified employees</p> <ul style="list-style-type: none"> <li>Teachers participated in a Distance Instruction: Keys Tools for Engagement course provided through SMCOE in partnership with San Mateo County Community College District</li> <li>Provide two full days of professional learning upon teacher return to work: focus on Accelerated Learning Workshops facilitated by The New Teacher Project; student engagement and learning over distance facilitated by the use of The Distance Learning Playbook; and site-specific professional learning and staff work sessions to prepare to launch 2020-2021 academic year in full distance learning mode.</li> <li>Provide a third professional learning day in October, 2020 with a continuing focus on distance learning including effective teaching practices for our EL students; preparing for safe reopening of school sites and hybrid learning approaches; and also addressing training around the use of licensed platforms for teaching and learning and effect practices for designing and producing digital content.</li> </ul>	\$31,500	Yes
<p>License identified platforms to support digital/online learning and collaboration</p> <ul style="list-style-type: none"> <li>Purchased Zoom licenses for all district leaders and certificated staff to support online learning and professional collaboration via virtual meetings</li> <li>Purchased Seesaw licenses for all TK-2 teachers to support online communication and learning</li> <li>Licensed Online for Bridges Math (K-5)</li> <li>Licensed TCI online Social Sciences platform (6-8)</li> </ul>	\$53,000	No

Description	Total Funds	Contributing
<ul style="list-style-type: none"> <li>Licensed Teachers College Readers/Writers workshop Virtual Learning subscription (TK-8)</li> </ul>		
<p>Provide physical materials/resource packets via pickup</p> <ul style="list-style-type: none"> <li>To enable active learning inclusive of the use of physical materials, even in a distance learning context, district and sites are procuring, packaging and providing learning material kits to students (eg. Math Bridges Manipulative Kits)</li> </ul>	\$55,000	Yes

## 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.]

Pacifica School District is partnering with The New Teacher Project (TNT) in providing Accelerated Learning workshops to all teachers that will guide the identification of high leverage priority grade level standards in ELA/Literacy and Mathematics. These standards will be the focus of instructions in the 2020-2021 school year. Through the district adopted curriculums' formative grade level assessments, teachers will identify those previous grade level standards that will need to be embedded in lesson planning. This will ensure that all students are working on grade level content, but also ensuring learning loss is addressed.

### 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.]

Using what was learned through the TNT Accelerated Learning Workshops and with a multiple tiered system of supports, all students will receive standards-aligned instruction focused on identified high leverage grade level standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identify student needs. As teachers assess learning loss and their students' individual

and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided with individual plans to ensure growth.

Any student group will receive all of the above supports and instruction. The following student groups will receive additional supports:

#### Students who are English Learners

All English Learners will receive integrated and designated English Language Development. Individual student needs will be supported during the Designated ELD time embedded in their daily schedules. Goals are set for each student through the EL monitoring process. When students come back to campus for our hybrid model, we plan to offer EL students who have been severely impacted by distance learning with increased in-person designated and integrated English language development.

#### Students who are Socio-Economically Disadvantaged (SED)

The district continues to assess and provide targeted support to socio-economically disadvantaged students tailored to their specific needs. Learning resources, including materials to be used at home during distance learning, are provided to all students. When safe to proceed in accordance with our district and county health ordinance, we will begin bringing small groups of students back to provide in-person support to our most at-risk students. These students will be supported with the “Support Hub” model in which we can refer to a tiered system of need to help stakeholders identify and prioritize students who require in-person support before all students on campus return.

#### Foster and Homeless Youth

Foster and homeless youth are supported through principals and the counselors under the direction of the Director of Special Education and Student Services. Families are connected with agencies and referred to community resources as needs are identified. When safe to proceed in accordance with our district and county health ordinance, we will begin bringing small groups of students back to provide in-person support to our most at-risk students. These students will be supported with the “Support Hub” model in which we can refer to a tiered system of need to help stakeholders identify and prioritize students who require in-person support before all students on campus return.

#### Students with Exceptional Needs

As identified in the Individualized Education Plan (IEP), students are supported to meet their goals through instructional methods, materials and resources, and technological tools. Professional development for staff is designed to support instruction during distance learning and to meet the needs identified through the IEP process. When safe to proceed in accordance with our district and county health ordinance, we will begin bringing small groups of students back to provide in-person support to our most at-risk students. These students will be supported with the “Support Hub” model in which we can refer to a tiered system of need to help stakeholders identify and prioritize students who require in-person support before all students on campus return. When students come back to campus for our hybrid model, we plan to offer students who have been severely impacted by distance learning with increased frequency of attending in-person learning. For instance, on their learning from home days, they may have access to attend in-person through the support hub model or other ways identified by the IEP or school team.

## 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.]

To ensure that our most at risk students (English Learners, Foster Youth, Low Income, Students with exceptional needs and Homeless) are prioritized for extra supports, PSD will use curriculum-based formative assessment data to identify those students who have scored low and provide those students with small group instruction, one on one instruction, and/or tutoring. Students will be regrouped over time based on most recent curriculum formative assessments. We want to ensure that our interventions are showing student growth.

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

Description	Total Funds	Contributing
Provide professional development for staff in providing effective Designated English Language Development through San Mateo County Office of Education	TBD	Yes
Translation for student support meetings and engaging families, will be provided for families when needed.	TBD	Yes

## 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.]

First and foremost, the student's mental health is most important to us, especially moving through the COVID-19 pandemic. Pacifica School District has included time each week for students to make connections to their teachers and classmates. Schedules will be built keeping in mind the importance of the balancing of academics, health and social emotional well being of our students. Families will be encouraged to continue to keep the lines of communication open with us. If there is a need for more intense support for a student, families can contact the student's teacher and counselor. Schools will implement a multi-tiered system of mental health supports (MTSS) and provide consistent messaging, appropriate staff training, crisis response protocols, and documentation systems for its teachers and school staff. Facilitating this will be the District Crisis Response Staff or the Social Emotional Well-Being (SEW) Team who will monitor and support these efforts at the school sites. We will monitor the mental health and social emotional well-being of students and staff by using Panorama survey data, Suicide Prevention Protocol (DORA) data, Student Threat Assessment Data and teacher monitor measures within their classrooms. Pacifica School

district is benefitting from the Mental Health Student Services Act (MHSSA) Grant which will provide, in partnership with San Mateo County, mental health support services including training and Social Emotional Learning curriculum.

Professional Development for Pacifica School District staff will include:

- Community Resiliency Model Training (Mental Health Student Services Act (MHSSA) Grant)
- SEL Curriculum (MHSSA Grant)
- Trauma Informed Practices (MHSSA Grant)
- LivingWorks Suicide Prevention Training (staff in grades 6+)
- Restorative Practices/Circles
- Crisis Response Staff (SEW Team) will be trained in county-wide Vulnerable Student Protocols so they can respond in consistent, evidence-based ways to support students in crisis
- Suicide Prevention Protocol
- Student Threat Assessment Protocol
- Commercial Sexual Exploitation of Children (CSEC) and Human Trafficking Protocol for Educators
- Student Sexual Assault Protocol
- Mandated Reporter Training

Resources provided to staff and students to address the impact of COVID-19 include:

- Staff and student restorative Circles,
- Wellness Google Classroom
- Staff Employee Assistance Program
- SEL Curriculum Caring School CommunitiesAtlas Wellness App which includes resources and a curriculum
- Additional targeted support following the multi-tiered system of support model

## Pupil and Family 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.]

Pacifica School District has increased their focus around engagement and outreach with students and families. Before the pandemic, Pacifica was partnering with High Expectations to facilitate engagement with teams of staff and parents from each school with the goal of increasing authentic engagement with families and linking it to learning. A focus of this work was how to increase engagement with families whose primary language is not English.

Since the pandemic and starting at the beginning of this school year, PSD is following the guidelines set by SB 98 regarding attendance, participation and engagement. 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. Attendance and engagement records are maintained that include:

- Daily attendance taken and recorded by classroom teachers in the District's student information system (Synergy) at the end of each instructional day using the same student attendance and engagement tracker form district-wide.
- Teachers will make contact to the families of students who were not present in live sessions.
- Student absences are verified by the school office staff.
- Assignment completion and student participation kept through grades in the District's student information system.

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 participating or engaging in instruction:

- School office staff monitor student attendance documented in the District's student information system and makes daily absence notification to parents/guardians. Office staff will notify the teacher/s and/or the school principal when a student meets the criteria for reengagement support. School site staff, teacher and/or school counselor will contact families to identify barriers to student engagement and provides personalized assistance in eliminating barriers. Primary language interpretation will be offered through translation service. 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.
  - Referring students/families to mental health and social and emotional supports and services.
  - Scheduling regular check-ins with student/family by teacher or site support staff (counselor/administration)

For chronically absent students who have prolonged absences from distance learning:

School administrators and counselors continue to work with and support the family to address ongoing barriers which may include outside school support services. 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.

To ensure streamlined and consistent communication across the District, Transitional Kindergarten through Second Grade teachers will utilize Seesaw as their Learning Management platform. Teachers will be provided with an upgraded version that allows for teachers to collaboratively share students. This will facilitate the support provided by specialists, counselors and administration. Third through eighth grade teachers will use Google Classroom and in addition to Jupiter Ed for 6th, 7th and 8th grades to provide consistent communication to students and families. The District has Zoom licenses at each site to increase the ability to engage families in virtual meetings and online events. Each site sends out newsletters regularly and principals will collaborate with the District office to ensure consistent messaging across the District. Additionally, an existing employee is helping with effective and timely communication from the District Office to families utilizing School Messenger.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

### Distance Learning Student Meal Service

We are serving bagged “grab and go” meals to our Pacifica School District families at all school locations on Tuesdays and Thursdays between 11am and 1pm. We are providing five breakfasts and five lunches. On Tuesday we distribute two breakfasts and two lunches. On Thursday, we distribute three breakfasts and three lunches. These meals are nutritionally balanced and follow the guidelines of the National School Lunch Program.

All USDA Waivers have been submitted and are in place.

The meals are assembled in the kitchen by two cooks who wear gloves and masks and are more than 6 feet from each other while preparing. The menu has been changed so that most items are frozen and individually wrapped for safety. We have provided heating and storage instructions for the items.

The distribution takes place outside the schools. The cooks remain 6 feet apart with gloves and masks. When a car arrives, we ask them to open their trunk and a cook then places the meals in the trunk. If they would rather pick the meals up themselves, then the meals are placed on a table. The cook moves at least 6 feet back and the receiver can pick the meals up on their own. This is also the process for anyone who walks or bikes to the pick-up points.

We have used a variety of methods to communicate to the parents and the school community about school meal service and options. A letter has been sent home to all families, it is posted on our website, and the principals of each school are conveying the information in newsletters to the families.

## **Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]**

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Provide funding for time PSD staff participated and worked with one or more of the Return to School work groups during the summer.	\$24,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.87%	\$1,189,953

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The actions and services described in this plan will take into consideration the increased needs of our unduplicated students and the effects that the pandemic has had on their academics and social emotional well-being. To this end, increased actions and services have been identified to support students in the continuity of learning.

- TNTP Accelerated Learning Workshops, for all teaching staff to support for the design of all learning models (distance, hybrid and full in-person).
- Provide Professional development to staff with a continuing focus on distance learning including effective teaching practices for our students who are English Learners.
- Provide professional development for staff in providing effective Designated English Language Development through San Mateo County Office of Education.
- Translation for student support meeting and engaging families will be provided for families whose first language is not English.

- Districtwide collaborative grade level meetings focused on strategies and practices to address learning loss, distance learning and to optimize academic achievement across all learning models (distance, hybrid and full in-person).
- Wellness sessions focused on building capacity to facilitate social and emotional learning and well-being for all PSD students; additional focus on staff well-being and self-care.
- Provide devices and connectivity (Chromebooks and hotspots) to ensure each student can access and participate in digital, distance learning.
- Provide physical materials, workbooks or resource packets via pickup

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Individual and small-group supports will be prioritized for students with unique needs and will benefit these student groups who need specialized individual supports. There is an increased effort to engage students daily and to support the social emotional well-being of our students with unique needs. The District will support students by removing barriers to accessing learning, such as technology and connectivity needs, increased communication with primary language translation support. Teachers will receive professional development that will enable them to provide trauma informed instruction and create inviting and engaging learning environments.