

Learning Continuity and Attendance Plan



School Board Meeting, 9-2-20

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Learning Continuity and Attendance Plan

- Emerging Stronger Together is BUSD's Distance Learning Plan. The plan
 - Incorporates feedback from stakeholders
 - Builds in equity strategies to address learning loss
 - Builds in time for both continued staff professional development , collaboration and family outreach
- With the school year under way, we will continue to plan for additional equity supports
 - Tutoring
 - Enrichment
 - On -campus programs to support Distance Learning
- The Learning Continuity and Attendance Plan (LCP)
 - Is a statewide template for reporting to the CDE
 - Is not a reporting form for State & Federal funding

Learning Loss Mitigation Funding (LLMF)

The LLMF is comprised of three different funding sources:

- CARES Act Governor's Emergency Education Relief (GEER) funds
- CARES Act Coronavirus Relief (CR) Fund
- State General Fund (GF)
- \$5.2M in total

In addition,

- COVID Equity Fund (\$177,000)
- \$200,000 in LCAP reserves allocated for additional targeted support

We are still working on these supplemental supports and to score expenses to the appropriate funding source.

Learning Continuity and Attendance Plan

FALL 2020 PLAN

Aug. 1

Learning Continuity & Attendance Plan (LCP) template release

Aug 3-12

Community Town Halls

Sept. 1

Present Draft LCP to PAC, DELAC and EAC for Feedback

Sept. 2

LCP Public Hearing

Present Draft LCP to EAC, and African American Parent /Guardian Group

Sept. 30

Learning Continuity & Attendance Plan (LCP) Due

Oct. 30

(or sooner)
ACOE reviews LCP and may provide written recommendations w/in 30 days

Nov. 15

(or sooner)
Recommendations reviewed by governing body w/in 15 days

Dec. 15

Budget Overview for Parents Due

Dec. 31

Learning Loss Mitigation Funds must be spent

Learning Continuity and Attendance Plan

1	General Information
2	Stakeholder Engagement
3	In-Person Instructional Offerings
4	Distance Learning Program
5	Pupil Learning Loss
6	Additional Actions to Implement the Learning Continuity Plan:
	a) Mental Health and Social and Emotional Well-Being
	b) Pupil Engagement and Outreach
	c) School Nutrition
7	Increased or Improved Services

Learning Continuity and Attendance Plan

The **Learning Continuity Plan template** memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following:

- Addressing **gaps in learning**:
- Meaningful **stakeholder engagement**
- Maintaining **transparency**
- **Needs** of unduplicated pupils, students with unique needs, and students experiencing homelessness
- Access to **devices and connectivity**
- Resources and supports for **mental health and social emotional well-being**
- Continuing to provide **school meals** for students

2. Stakeholder Engagement

The district engaged stakeholders throughout the Spring and Summer in order to inform the distance learning plan and the LCP

Spring 2020 (Apr-Jun)

- Town Hall Meetings
- Weekly meetings with BUSD educators
- Weekly meetings with principals
- Other Stakeholder Group Meetings
- Survey

Summer 2020 (Jul-Aug)

- Town Hall Meetings
- July 2020 survey to families
 - program models.
- Aug 2020 survey to families
 - Middle and high school start times

3. In-Person Instructional Offerings

When we are allowed to reopen our campuses. We will balance needs.

- Reducing the risk of COVID-19,
- Reducing student learning loss and isolation, and
- Supporting families to return to work

Hybrid Learning Model

- Majority of students attend in-person
- Full distance learning model offered
- Hybrid Model - group A and group B - up to 15 students in each group depending on classroom space.
- Each group on campus two days a week
- Staggered start times
- Ed Camp, or other on campus support program for Special Ed students, Extra Support, Staff children

3. In-Person Instructional Offerings

When the district returns to an in-person model, **the safety of our students, staff and families** will be of utmost importance

Safety protocols:

- Common touch surfaces cleaned regularly
- Personal Protective Equipment (PPE)
- Symptom screening
- Classrooms thoroughly cleaned
- Practice social distancing
- Cloth face coverings
- Hand washing, hand sanitizer
- Students and staff will not share common items.
- Installation of additional hand washing stations

4. Distance Learning Program: Prompt #1

Continuity of Instruction

- Mix of live instruction, independent work, and homework assignments
- Same Standards-based curriculum - supplemental online learning platforms
- Pacing guides created - focus on essential standards
- Enrichment classes

Additional Support:

Elementary Schools: Time blocks for support services - ELD, Academic Intervention or Special Education, additional programs such as Science or P.E.

Middle Schools & High School: Small group sessions for students who require additional support. Period 0 for students in special programs and extended course offerings

4. Distance Learning Program: Prompt #2 & #3

Access to Devices & Connectivity

- **Ed Hub**, in collaboration with The Berkeley Schools Fund
 - Chromebooks and earbuds, HotSpots, school supplies, books
 - As of August 18th, 3742 Chromebooks, 173 HotSpots

Pupil Participation & Progress

Tracking student participation and progress

1. Enter daily attendance
 - a. Live, synchronous learning
2. Number of minutes for each assignment - Teachers track student participation including
 - a. Assignment completion
 - b. Assessment completion
 - c. Contact with students, and/or parents/guardians.

4. Distance Learning Program: Prompts #4 & #5

Distance Learning Professional Development (PD)

2 Weeks of PD prior to start of the school year:

- 525 attendees, 12 sessions
- recorded and available on staff PD website
- Teachers, specialists, Instructional Assistants, preschool staff, and after school staff
- Focused on: Learning management systems (Google Classroom, SeeSaw), Curricular Areas, and Health and Wellness

Continuing

- PD throughout the school year
- Structured time for collaboration - within and across sites

Staff Roles & Responsibilities

How staff roles and responsibilities have changed with distance learning

4. Distance Learning Program: Prompt #6

Support for Pupils with Unique Needs

English learners:

- English Language Development (ELD) teachers at all sites
- Designated ELD outside class meeting and small group times
- Integrated ELD
- ELPAC assessment changes
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Students with IEPs:

- Emergency Contingency Learning Plan from their Special Education teacher
 - Outlines how services will be provided during DL
- Supports, including speech, occupational and physical therapy included

Students in foster care and students who are experiencing homelessness:

- Foster Youth and Homeless Counselor - Collaboration with OFEE
- Homeless Outreach and Engagement Program (HOPE)
- Support and services for Foster Youth & Families

5. Pupil Learning Loss

Assessing Learning Loss

- Star Assessments 3 times/year
- Spring - Participation lowest in secondary program
 - Homeless, socio-economic disadvantage, students w/IEPs, and African American students

Pupil Learning Loss Strategies

- Coordination of Services (COS)
- Equity based small group instruction
- Intervention after school by Certificated Staff
- Outside Agencies for Academic Intervention
- Extended school year opportunities focusing on unduplicated students
 - Summer Bridge Program
 - Responsibility, Integrity, Strength, Empowerment (RISE)
 - BCC Counseling 207A
 - Edventure More (Edmo): virtual summer camp for 1st-8th grade
 - STEM STEPS for Success

6. Additional Actions: Mental Health and Social & Emotional Well-being

Mental Health and Social & Emotional Well-being

Student & Family Needs

- Family meetings - elementary families
- Middle School Advisory sessions - social-emotional lessons
- Toolbox K-6
- Guidance and Intervention counselors and Outreach programs - BHS
- City of Berkeley Mental Health Services ACT
- PD - Social-emotional Learning

Staff Needs

- PD offered to support teachers mental health and well-being
- Employee Assistance Program where employees can confidentially address and resolve their day-to-day personal and workplace challenges.

6. Additional Actions: Pupil Engagement & Outreach

7. Nutrition

Pupil and Family Engagement and Outreach

Attendance

- Response to absenteeism - phone calls, robo calls, email, *Remind*
- Outreach to families to create strategies for re-engagement
- 60% or more absences in a week
 - Coordination of Services (COS)

Engagement and Outreach

- OFEE outreach and support targeting our African American and unduplicated families
 - Series of Parent/Guardian Support Seminars targeted towards our AA and unduplicated families

Nutrition

- Universal Breakfast for all students
- Grab and Go Model
- Lunches prepared from scratch in central kitchen
- Morning pick-ups

7. Increased/Improved Services

The Learning Continuity & Attendance Plan (LCP) was designed with the needs of **low-income, English Learner, Foster Youth, Black/African-American and Students with IEPs** in mind.

Considerations for building the plan:

- Schedule Development
- Phase-in 2 weeks to meet with families
- Ed Hub
- Assessment
- Extra support or tutoring
- Additional Staff Resources
- BrainPop EL
- Added summer programs
 - STEM S.T.E.P.S.
 - Edventure More (EdMo)

Learning Continuity and Attendance Plan

Next Steps

- LCP Plan is posted on the [district website](#)
- An **email** is set up on the website for community questions and comments:
- After final edits, plan will be brought back to the Board for adoption on **September 16, 2020**
- Plan goes to Superintendent of Schools, Alameda County by **September 30, 2020**