

VISTA DEL MAR UNION SCHOOL DISTRICT

Learning Continuity and Attendance Plan 2020-2021

Stakeholder Review & Input
Presented to Board of Trustees
September 8, 2020



PURPOSE: Stakeholder engagement has long been recognized as an important component of school planning and improvement. Meaningful stakeholder engagement has been linked to:

an improved understanding of current needs and possible solutions

more informed decision-making

greater trusts between parties

stronger and longer lasting partnerships



Roger Phillips, School Architect and Family Visit Campus July, 2020



Stakeholders Group with Input and Feedback

- Parents
 - Carey Harrington, Khara McKeen, Nicole Jones, Maria Nungaray
- Students
 - Jacob Nungaray, Emily Rodriguez
- Community
 - Sally Issacson, Jill Bratcher, Vista Volunteers
- Classified Staff
 - Rana Krisher, Beth Wilson, Mercedes Valencia, Manuel Nungaray
- Certificated Staff
 - don Bruce, Mrs. Esdaile, Ms. Sullivan. Dr. Lois





What Is the Learning Continuity & Attendance Plan?

- Replaces Local Control & Accountability Plan (LCAP)
 - Three-year plans built on goals, actions, services with funding sources tied
 - County Office of Education approves school plan
- Senate Bill 98 in Spring - A response to COVID 19 to address learning and accountability
 - Memorializes the planning process for the 2020-2021 school year
 - Stakeholder engagement links to an improved understanding of needs, possible solutions, decision-making, trust and partnership with parents, students, teachers, staff, and administrator
 - County Office of Education does not approve plan
- Similarities Between LCAP & Learning Continuity & Attendance Plan
 - Focus on equity; learning and improved services
 - Stakeholder engagement; informed decision-making
 - Two-meeting Board of Trustees review and adoption



What Did We Learn From Parents, Student & Staff From Last Spring?



- Big change; occur all so very fast
- Connectivity issues
- Regular attendance
- Ability to manipulate the technology tool (students)
- Social & emotional gap
- Meals were not provided
- Students needs for instructional materials
- Structure; parents at work
- Engagement; 'zoom' periods of time
- ELPAC was not completed
- SBAC was cancelled by State
- Reports cards; short written notes describing content grade level standards for proficiency



Learning Continuity & Attendance Plan

Six Sections



Continuity of Learning

- In-person instructional offerings
- Distance learning program
- Pupil learning loss

Mental, Emotional Health & Well-Being

Pupil Engagement & Outreach

School Nutrition

Additional Actions To Implement Plan

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

Stakeholder Engagement (slide from SBCOE)

Continuity of Learning

In-person Instructional Offerings

Actions \$\$

Distance Learning Program

Actions \$\$

Pupil Learning Loss

Actions \$\$

Mental Health & Emotional Well-being

Engagement & Outreach

School Nutrition

Additional Actions \$\$

Increased or Improved Services



Continuity of Learning: In-Person Instructional Offerings

Steps

- Curriculum planning summer & in-service days
- Distance learning setting
- 1:1 Parent(s) & student(s) met with teacher(s) and Principal
- Safety protocols & procedures on campus
- Staff choice – work at home or at school
- Wildcats daily school-wide morning meeting; Friday all school assemblies
- Support, engagement and monitoring of student well-being
- Small group/individual instruction available to identified students



Continuity of Learning: In-Person Instructional Offerings

\$ Actions \$



- Personal Protective Equipment
- Zoom school-wide account
- Teachers new Mac Pro computers
- Hotspots (12 additional); I-pad chargers
- Letters/Packets Home
- Math & Reading Interventions (Math Inventory, Reading Inventory, Reading Counts, Read Naturally; To Do Math)
- Engage New York/Zearn math curriculum
- Zearn school account & professional development
- TK-1 Wonders curriculum; Grade 2 Journeys curriculum
- Mystery Science
- Studies Weekly
- Scholastic Magazine
- 36 new Chromebooks (October/November)
- Translation for families
- Materials for students (crayons, white boards, paper, pencils, erasers, math manipulatives etc.)
- Curriculum planning summer
- Distance learning schedule
- Staff in-service days
- 1:1 Parent(s) & student(s) met with teacher(s) and Principal
- Safety protocols on campus
- Staff choice – work at home or at school
- Wildcats daily school-wide morning meeting & Friday assemblies
- Engagement and monitoring of student
- Small group/individual instruction available to identified students

Continuity of Learning: Distance Learning Program



Steps

- Curriculum planning summer & in-service days
- Analysis of curriculum, technology needs
- Textbooks, workbooks, technology, student supplies
- Online – Class Dojo, Google, Zoom
- Wildcats daily school-wide morning meeting
- Daily schedule of participation
- Document student engagement/attendance
- Small group/individual instruction available to identified students
- Psychologist & Resource Teacher on Wednesdays
- All staff working together to provide what is needed



Continuity of Learning: Distance Learning Program

\$ Actions \$



-
- Zoom school-wide account
 - Teachers new Mac Pro computers
 - Hotspots (12 additional); I-pad chargers
 - New Chromebooks for 2-5 (October/November)
 - Letters/Packets /Carts with Materials for Home
 - Math & Reading Interventions (Math Inventory, Reading Inventory, Reading Counts, Read Naturally, To Do Math)
 - Engage New York/Zearn math curriculum
 - Zearn school account & professional development
 - TK-1 Wonders curriculum; Grade 2 Journeys curriculum
 - Mystery Science
 - Studies Weekly
 - Scholastic Magazine
 - Translation for families
 - Student materials (crayons, white boards, paper, pencils, erasers, math manipulatives etc.)
 - Curriculum planning summer
 - Distance learning schedule
 - Staff in-service days
 - 1:1 Parent(s) & student(s) met with teacher(s) and Principal
 - Staff choice – work at home or at school
 - Wildcats daily school-wide morning meeting & Friday All-School Assembly
 - Monitor and recording of student engagement
 - Small group/individual instruction available to identified students



Continuity of Learning: Pupil Learning Loss

Steps

- Lexia scores (Reading inventory)
- English Learner (EL) support (Designated & Integrated curriculum)
- Differentiate according to skill levels
- Screen student in letter names, sounds, number recognition, fine motor skills (TK & K)
- Assessments (Reading Counts and Math Inventory)

Leveled Text Chart

Grade Level	Guided Reading	DRA	Reading Recovery	Lexile	
Kindergarten	A	A-1	1	BR-220	
Kindergarten-Grade 1	B	2-3	2		
	C	4	3-4		
Grade 1	D	6	5-6	220-500	
	E	8	7-8		
	F	10	9-10		
	G	12	11-12		
Grades 1-2	H	14	13-14	450-500	
	I	16	15-17		
Grade 2	J	18	18-20	450-620	
	K	20		550-620	
Grades 2-3	L	24			
	M	28		550-790	
Grade 3	N	30		770-790	
Grades 3-4	O	34			
	P	38		770-910	
Grade 4	Q	40			860-910
	R				
Grades 4-5	S			50	860-980
	T				
Grade 5	U	950-1040			
Grades 5-6	V				
	W				60
Grade 6-8	X				
Grades 7-8	Y	80		1080-1360	
	Z				
Grades 9-12	Z+				

Continuity of Learning: Pupil Learning Loss \$ Actions \$



- Supplemental program (i.e. Zearn)
- Math & Reading Interventions (Math Inventory, Reading Inventory, Reading Counts, Read Naturally)
- Small group/individual instruction available to identified students
- On-line formative assessment(s)
- English Learners (Designated & Integrated Time Scheduled Daily)
- 1:1 meeting(s) with parents and students (+ Parent Teacher Conferences)





Mental Health & Social Emotional Well Being

Student Support

- Teacher/Staff/Student Relationships
- 1:1 Designated Time
- Movement/Stretch Breaks
- Parent/Staff Relationships
- Structure Classroom & School Community Atmosphere
- Wildcat Morning Meetings
- Friday All School Assemblies
- School Psychologist & Resource Teacher
- Music, arts and science activities

Staff Support

- Preparation time July/August
- Collaboration – Professional Learning Circle
- Staff Safety Protocols
- Self-Care
- Counseling Through Insurance
- Help Each Other

Pupil Engagement & Outreach



System of Analysis of Engagement

- Teachers documenting student engagement
- Teachers/staff reaching out to parents
- Parents reaching out to school
- Personalized connections (i.e. birthday celebrations,
- Survey(s) for feedback
- Vista Volunteers & Vista Foundation





School Nutrition

- Surveyed all families in August
- District Lunch Program Agreement with Lompoc
- Meal pick up on Monday
- Seven students or four families pick up meals for the entire week on Mondays
- Heat and serve; snacks to go; juice, milk, fruit and vegetable(s)



Vista Volunteers



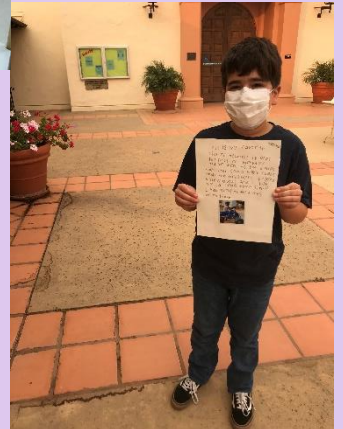
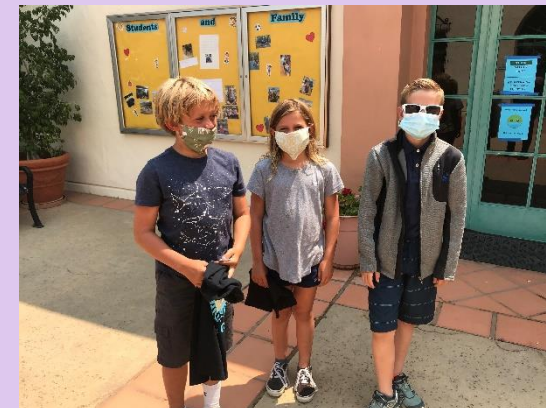
Rana Krisher, Food Service Assistant

Additional Action to Implement Learning Continuity Plan



Steps

- English Learner support and administering ELPAC
- Reading & Math Intervention
- Personal Protective Equipment
- 1:1 scheduled time teacher and student
- Technology (i.e. devices, technical support)
- Multi-Tier Systems of Support – Tier 1, Tier 2 and Tier 3
- Recognition of Staff, Students and Parents
- Vista Volunteers & Vista Foundation



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



Steps

- Integrated and designated English Learner supports provided by teacher(s)
- Provide parents and students understanding of ELPAC levels, Lexile levels, and math baseline
- Individual Personalized Learning Plan with Goal Setting for students
- Headphones, learning materials supplies, and technology support structures
- Vertical and horizontal alignment of essential/priority learning standards
- Professional Learning Community; Collaboration dedicated time with Superintendent/Principal and teachers





Vista Del Mar Union School District

Learning For Life

The mission of Vista de Las Cruces, a collaborative, historically rich community, is to guarantee students a safe and positive environment from which they will emerge as well-rounded, forward-thinking citizens.

