SMFCSD PROGRESS MONITORING

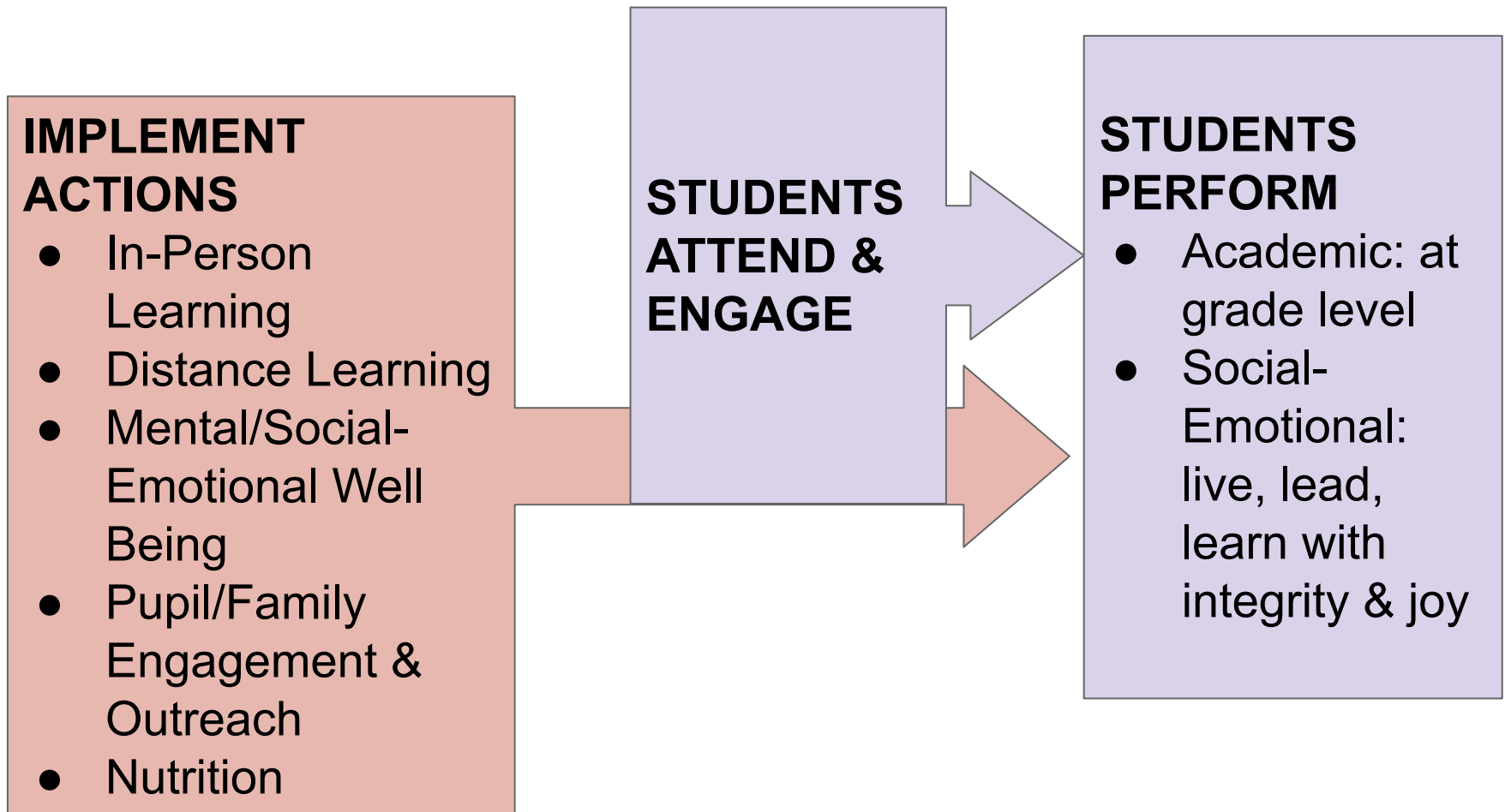## Board 6th Week Update

September 24, 2020

6th Week Progress Monitoring Priorities,

… aligned to Learning Continuity Plan actions

- Continuity of Learning
  - In-Person Instructional Offerings
  - Distance Learning Program
  - Pupil Learning Loss
- Mental & Social-Emotional Well Being
- Pupil/Family Engagement & Outreach
- Nutrition

Educational Services

Implementation & Performance Outcomes

IMPLEMENT ACTIONS
- In-Person Learning
- Distance Learning
- Mental/Social-Emotional Well Being
- Pupil/Family Engagement & Outreach
- Nutrition

STUDENTS ATTEND & ENGAGE

STUDENTS PERFORM
- Academic: at grade level
- Social-Emotional: live, lead, learn with integrity & joy

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Implementation & Performance Outcomes

Continuity of Learning

- In-Person Instructional Offerings
- Distance Learning Program
  1. Continuity of Instruction
  2. Access to Devices & Connectivity
  3. Pupil Participation and Progress
  4. Distance Learning PD
  5. Staff Roles and Responsibilities
  6. Supports for Pupils with Unique Needs
- Pupil Learning Loss
  Student Performance Assessment
  1. Learning Loss Strategies
  2. Effectiveness of Learning Loss Strategies

Implementation & Performance Outcomes

- Mental & Social-Emotional Well Being

- Pupil/Family Engagement & Outreach

- Nutrition

Educational Services

Implementation & Performance Data

Implementation Data

- LCP Surveys (Family and Staff)
- SEDAC & DAC/DELAC LCP Feedback (Family and Staff)
- LMI JamBoard (Staff)
- LTM JamBoard & Reflections (Leadership)
- Aug./Sept. PD Feedback (Teacher/Staff)
- Community Learning Hub reflections

Performance Data (as of Week 6)

- Attendance & Engagement Aeries data

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Educational Services

Organization of Slides

Implementation Feedback Statements

● Family/Staff (F/S) ….

Reflection/Possible Adjustment Statements

● From Family/Staff (F/S) ….
● From Central Leaders who are reviewing the implementation feedback

In-Person Instruction

"Vulnerable/Transitioning" Students--Limited Monitoring

- Learning from current Annex "Learning Support Hubs" and from summer school program
- Strong Family & Staff agreement with plan (F/S 72%)
- Disagreement (F 15% & S 17%) focuses on:
  - Equality over equity concerns
  - Waiting until almost no cases and/or vaccine
  - Making phased-in decisions at schools with high % of vulnerable students

- Finalize & communicate the phases of bringing students back for in-person distance learning & instruction

Educational Services

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In-Person Instruction

Elementary Hybrid Model--Not Monitoring Yet

- Family Agree--Disagree: 64%--18%
- Staff Agree--Disagree: 58%--24%
- Students benefit in school, but go slowly
- Mixed confidence re planned Health/Safety protocols and may reduce learning time we have now
- Satisfaction with Distance Learning is creating more reluctance for Hybrid plan

- Need to resurvey families re DL/Hybrid choice
- Clarify SEL benefits in DL vs. Hybrid models

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Distance Learning

Continuity of Instruction: 4 Hours of Instruction

- Family Agree--Disagree: 82%--14%
- Staff Agree--Disagree: 59%--23%
- F: Overall pleased but still widely differing views ("too much time" to "too little time").
- F: Few weeks in DL so need to get better at meeting different learning needs
- F/S: Too much screen time. Adjust for age level.

- Explore setting a standard expectation/model of "quality" 4 hours of DL (synchronous vs. asynchronous)
- More offline, project-based work
- Additional training in the routines & mechanisms of distance learning

Educational Services

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Distance Learning

Continuity of Instruction: Elementary Curriculum

- Staff Agree--Disagree (Most Families chose not to judge)
  - Benchmark: 58%--6%
  - Zearn: 53%--12%
  - Twig: 63%--3%
  - Harcourt: 28%--24%
  - SeeSaw/Google Classroom : 63%--7%
- Learning curve is steep!

- More books to read (Raz Kids)
- Continued curation and professional development

Distance Learning

Continuity of Instruction: Middle School Curriculum

- Staff Agree--Disagree (High % of ES staff marked NA/ND and Families generally continued not to judge)
  - SpringBoard/CommonLit: 27%--5%
  - MathNation: 23%--4%
  - STEMScopes: 37%--3%
  - Harcourt: 22%--7%
  - Google Classroom : 42%--1%

- Social studies adoption needs to happen
- PD on asynchronous strategies since curriculum is screen-heavy
- Desire for Zoom

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Distance Learning

Continuity of Instruction: Special Education Curriculum

- Staff Agree--Disagree (High % of non-SpEd staff marked NA/ND and Families generally continued not to judge.)
  - Spire: 30%--3%
  - Unique: 29%--2%
  - Presence Learning Platform: 37%--3%
  - Q-Global Assessments: 30%--4%
- Implementation challenges with new tools

- Focus support on assessment implementation
- Provide additional professional development in differentiating core curriculum for SpEd students

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Distance Learning

- Few Family/Staff disagreed with providing devices & connectivity
- Feedback focused on concerns for those who still don't have devices and connectivity
- 3 sites still have students with Chromebook needs
- Hotspot needed for approximately 500 students

- (Update from District Staff - Timeline for Chromebooks early November and Hotspots is TBD)

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Distance Learning

Access to Devices & Connectivity--Tech Supports Used

- Regular Electronic Family Communications:
  Staff 76%--9%; Family 92%--0%
- Family Resources Webpage:
  Staff 61%--5%; Family 93%--0%
- Student/Family Tech Support resources:
  Staff 54%--21%; Family 95%--0%
- On Demand Tech supports:
  Staff 42%--25%; Family 84%--0%

- Improve Help Desk turnaround time and On Demand support

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Distance Learning

New Context and Processes for DL attendance & engagement =

- "Judging" when a student is present or not present
- Tracking when a student is present but not engaged
- Tracking when a student is absent because of device/wifi issues
- Tracking middle school period attendance

Staff is working to build shared understanding and consistent processes …

Data will become more accurate!

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Distance Learning

School Year	TK-3	4-6	7-8	District Total
2018-19	97.85%	98.18%	97.99%	97.98%
2019-20	97.87%	98.28%	97.60%	97.94%
2020-21	97.15%	98.89%	99.98%	98.36%

- Overall, higher attendance rate this year than last 2 years.
- Greatest decrease in attendance in TK-3 grade band this year.
- 7th-8th grade over a 99% attendance rate in 2020-21.

Educational Services

Distance Learning

Pupil Participation & Progress--Attendance & Engagement Data

Analyses coming for Week 10 and beyond
- Attendance by student group
- % of all absences that are due to no device
- % of student-days missed due to no device
- % of student-days present, but no engagement

Educational Services

Distance Learning

Pupil Participation & Progress--Attendance Strategies

School strategy examples

- Phone calls, phone calls, phone calls!
- Wednesday morning home visits (physically distanced)
- School-based tech support office hours. Teacher office hours too.
- Community liaison and team of bilingual parents calling and problem solving. Community liaison helps get low-cost internet.
- Using Distribution Days to connect and problem solve
- Teacher teams sharing support strategies to ensure consistent best practice across the school.

District strategies

- Implement distance learning support hubs
- Support leaders to continue work on tiered re-engagement strategies

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Distance Learning

Pupil Participation & Progress--Engagement Feedback

- Families asked if teachers have a quick way for students/families to inform them when tech challenges impede attendance?
- Some families report struggling with the routines and mechanisms of distance learning as provided by some teachers:
  - daily schedules shifting;
  - tracking assignments without a clear listing of what's due;
  - struggles navigating between synchronous and asynchronous learning;
  - managing the meeting links;
  - routines for learning about and completing unfinished work.

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Distance Learning

Pupil Participation & Progress--Engagement Adjustments

- Give teachers time to smooth out their routines and figure out how to differentiate distance teaching
- Have a mechanism for teachers to share what's working more widely
- More teacher training in the routines & tools of distance learning
- Engagement for primary students is difficult and might be addressed by lessons on video that could be watched when the student is ready.

Distance Learning

Distance Learning Professional Development--2 PD Weeks

- Week 1 PD Aug. 3-10 (Optional 10 hours, Asynchronous)
  - Staff Agree--Disagree 55% - 21%
- Week 2 PD Aug. 10-14 (1 optional, 3 paid, 1 staff work)
  - Staff Agree--Disagree 59% - 21%
- Teachers appreciate the two weeks & particularly the choices during week 1. They report wanting more: "PD opportunities are essential to our work."
- Teacher leader collaboration across sites was important.

- More PD for technology and distance learning tools.
- Need better system for timecards
- Explore how to create more time for PD and planning
- More opportunities for specialists

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Distance Learning

Distance Learning Professional Development

Voices from the field: *Name 1 thing you will implement…*

- I plan to spend a lot of time searching through the amazing CommonLit library!
- I can easily write pieces of text on my classroom whiteboard for teaching my ELD classes during distance learning. I want to implement her slow and deliberate reading technique.
- Emphasize the importance of teaching students how to comprehend complex texts.
- 3 Reads lesson-approach
- Students work in teams to reconstruct as their share their screen while typing
- I've taught Benchmark for 3 years now, but hadn't used these features. I'm especially excited to use the sticky notes, annotation tools, and sharing customized resources with my grade level team.
- I'd like to add a word wall from TWIG to my Bitmoji classroom and update it as we learn more.
- One of my favorite signature math strategies is notice & wonder, and I plan on modeling and bringing more of it into DL classrooms, for ELLs and beyond!

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Distance Learning

Distance Learning Professional Development

Voices from the field: *Name 1 thing you will implement…*

- Virtual classroom jobs
- Providing some time at the beginning or ends of class time to ensure student participation
- Paying special attention to using positive, supportive language
- Give students extra time and chances, while maintaining rigor.
- Culturally relevant scavenger hunt idea!
- Creating a PBIS comment worksheet diagram to share and review with my students
- Getting to know student All About Me virtual activity.
- I am poems
- Call specific families who had trouble logging on last year to make sure they are feeling confident and ready to go
- Using brain/movement breaks with kids
- Optimistic Closure! Ending each day with something positive.

Distance Learning

Distance Learning PD--Teacher Team Curriculum Planning

- Staff Agree--Disagree 61% - 16%
- Thankful to have kept Google Classroom as LMS.
- Appreciate hard work of teams to prepare/plan for DL.
- MS science resources were great.
- Appreciate the curriculum and slide decks provided.
- TK team's work was very valuable.

- Need to ensure district guidance is the same at all schools.
- Staff needs time to better familiarize themselves with the LMS and technology tools.
- More resources for Immersion and SpEd programs needed.

Distance Learning

Distance Learning PD--Wednesday PD Plan

- Staff Agree--Disagree 69% - 10%
- Appreciate the time for focused PD.
- Important for teachers to collaborate around best practices.
- Some preference for doing this every Wednesday.
- Some preference for site-driven PD.

- Have a sequenced PD plan for Wednesdays.

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Distance Learning

Distance Learning PD--Tech Supports

Staff Tech Supports Agree--Disagree

- Teacher webpage 66% --6%
- Staff Tech Resources 51% --15%
- Staff On Demand Tech Support 56% --20%

- Colleagues at sites are most effective support.
- District tech support takes too long.

- Increase tech support resources
- Improve tech ticket process

Distance Learning

Staff Roles & Responsibilities

- Strong F/S support (84 & 81%) for Long-term Permanent subs. Staff asked that their distance learning roles/responsibilities be clearly defined and communicated.
- Good F/S support (69 & 67%) for Language & Literacy ToSAs. Staff have differing views of how ToSAs should support students and teachers during distance learning.
- Strong F/S support (79 & 89%) for additional Counselor & Social Work positions. Staff asked that their distance learning roles/responsibilities be clearly defined and communicated.

- Clarify & communicate the roles and responsibilities of these staff in distance learning

Distance Learning

Supports for Pupils with Unique Needs

- Strong F/S support for these actions:
  - SDC prioritized to be on campus
  - Addition of SpEd Coordinator
  - Addition of SpED Program Specialist
  - Addition of Student Support TOSA at 3 sites
  - New online core curricula for ELD for English Learners
  - SEL Newcomer Social Worker Program Specialist
  - On demand call-in translation
  - Additional support for Homeless and Foster Youth (counselors, site teams)
  - Homeless and Foster Youth prioritized to be on campus, with mentors
  - Homeless and Foster Youth prioritized for tech distribution
- Feedback consistently urged thoughtful, thorough implementation

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Pupil Learning Loss

Student Performance Assessment--Implementation Phase

- Staff only Agree--Disagree:
  - Language & Literacy Plan: 72%--6%
  - Math Plan: 71%--4%
- Important to prioritize assessments that help teachers make instructional decisions
- Concerns about assessment validity in online setting
- Desire for clarity about how assessment information would be collected and used for what purposes
- Some wondered why we were not giving Galileo assessments

- Communicate & commit PD time to Assessment Plan

Pupil Learning Loss

Learning Loss Strategies (in addition to already outlined in LCP)

- Strong F/S support for these actions:
  - Literacy and math planning teams to prepare model units/lessons
  - ELD planning teams to prepare model units/lessons
  - SpEd staff have access to all online curriculum resources
  - SpEd online assessment protocols
- Confusion about how measuring & responding to "learning loss"
- Staff responses reflected differing views of how best to support ELs
- Staff responses seeking clarity about SpEd plan and use of assessments

- Clarify district definitions of "learning loss" and "learning status" and how these will be assessed and addressed.
- Communicate & commit PD time to building understanding of EL typologies, language pathways, & effective EL strategies in all contents
- Communicate & commit PD time to SpEd plan

Educational Services

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Mental/Social-Emotional Well Being

- Strong F/S support for this classroom work
- Much concern about isolated students
- Families stress the importance of small group and one-on-one interactions
- Some families not clear about role of Advisory in MS

- Can counselors observe/help with SEL lessons?
- Consider "portals" for students to interact with each other in a more organic way
- Central support for morning meeting topics
- All teachers trained in Responsive Classroom
- Give teachers time to find a path that meets most students' needs in this new paradigm

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Mental/Social-Emotional Well Being

- Strong F/S support for these, but a lot of questions about how strategies are "tiered"
- F/S said in some schools these tiered strategies haven't really happened yet
- Encouraged that additional Counselors and Student Support ToSAs will help with this, but not yet clear about exact responsibilities of these roles

- Provide more training and support for implementing a tiered approach.

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Pupil/Family Engagement & Outreach

School Strategies for Student/Family Engagement

- Family Agree--Disagree: 88%--3%
- Staff Agree--Disagree: 90%--2%
- Strongest Family appreciation for teacher small group & 1:1 engagements
- F: "While this is very hard, teachers and principals are finding new ways to engage families and students."
- Many families want to see their teacher in person on pick-up days.

- Notify families earlier of important events, especially Pick-up Days
- Keep up the many communications.

Educational Services

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Pupil/Family Engagement & Outreach

District Strategies for Family Engagement

- Family Agree--Disagree: 83%--3%
- Staff Agree--Disagree: 91%--2%
- The easy access to Dr. Rosas is reassuring, and the coffee chats are appreciated
- Virtual board meetings are highly valued
- Regular district updates are important

- Appreciate surveys, but make them shorter!
- Succinct, "to-the-point" communication with critical information and Parent Action Items in one place
- Offer an option to get either text, email, or phone--not all 3
- Continue finding ways to engage families who have typically been underserved

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School Nutrition

- Family Agree--Disagree: 77%--3%
- Staff Agree--Disagree: 95%--0%
- "This has been a lifeline as my family is not working."
- Some felt that meals should be available on a "don't ask" policy for any family wishing to participate
- Many worried about how a family who is working during the day might pick up meals

- Provide meal delivery (as of 9/22: 22 families = 54 kids)
- Meals for community distance learning support hubs and eventually district hubs
- How might we provide snacks and weekend options?

School Nutrition

Looking Forward

- Survey was sent to vulnerable families in early September to determine interest in a Home Delivery Service and to gather information around once a week meal pick-up and daily meal pick-up.
- Survey was to inform a decision regarding adding a Home Delivery service, creating an Opt-in procedure, and initiating a communication plan.

High Level Results

- Response from **393 families** represents approximately **848 students**, which is approximately 25% of our student population who qualify for free and reduced priced meals.

    (**This is a representative sample.**)

Educational Services

School Nutrition

- **33%** of families took the survey in Spanish

- **89%** of families indicated that they were aware that meals were available to children aged 18 years and younger.

- **60%** of eligible families indicated that they are **not** currently picking-up meals.

- **76%** of eligible families indicated that they are interested in Home Deliveries.

Questions?