



PARAMOUNT UNIFIED SCHOOL DISTRICT

GREAT THINGS ARE HAPPENING IN PARAMOUNT SCHOOLS



Learning Continuity and Attendance Plan 2020-21

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Presentation Purpose

To highlight some of the key actions related to stakeholder engagement, distance learning, tiered strategies for re-engaging students and social emotional support in PUSD's Learning Continuity and Attendance Plan .



A Plan for 2020-21

- Senate Bill 98 included the requirement for each district to write a *Learning Continuity and Attendance Plan*, which replaces the LCAP for the 2020-21 school year only.
- This plan outlines what we will do in the coming school year; it includes actions and funding for the actions included in the plan.
- A three-year LCAP for 2021-24 will be required in June 2021.



Stakeholder Engagement

How have we solicited input and feedback?

- The **input and work from the Back to School Task Force**, which included over 150 teachers, counselors, administrators and classified staff informed the plan.
- **Surveys** administered to parents, teachers, classified staff and students.
- **A parent forum** in spring, 2020 solicited input on distance learning topics and questions.
- **Parent Advisory and English Learner Parent Advisory Committees** reviewed the plan, gave feedback and asked questions. A **Special Education parent group** also reviewed and gave feedback.
- The draft plan in English and Spanish is **posted on the PUSD website** for review and comment.



In Person Learning

How will we provide in person learning when possible?

The Back to School Task Force outlined plans and procedures that will be deployed when school campuses are approved to re-open, including:

- Daily schedules with student cohort groups to assure social distancing.
- Procedures for teaching students new behaviors for health and social distancing.
- A review of each site's facilities, entry points, hallway usage, cleaning requirements.
- Daily health checks and PPE for staff, students and visiting parents.
- Distribution of school meals for students on campus and those in distance learning at home.



Distance Learning

How will we assure students have access to a full curriculum of substantially similar quality regardless of delivery?

- **Daily instructional schedules** were created for K-5, 6-8, 9-12. Schedules outline time for synchronous (on-line with teacher) and asynchronous (work completed by student) learning.
- **Written instructional expectations** for teachers and students were created.
- **Remote services for students with disabilities**, including speech/language, occupational therapy, adaptive PE will continue to be delivered.
- **Curriculum guides include digital texts and links** to digital resources; Schoology and Classlink allow easy access to live instruction and materials.



Support for Students with Unique Needs

How will the needs of students with disabilities, English Learners, students in foster care or experiencing homelessness be addressed?

English Learners	<ul style="list-style-type: none">Daily schedules include Designated ELD instruction.Curriculum Guides include digital tools for interaction, discussion.Parent communication in English/Spanish.Priority for hotspots.
Students with Disabilities	<ul style="list-style-type: none"><i>Unique Learning System</i> purchased and implemented for students in Moderate/Severe classes.SELPA continues to provide remote services for students with low incidence disabilities.Itinerant services will continue remotely.Priority for hotspots.
Students in Foster Care Students Experiencing Homelessness	<ul style="list-style-type: none">Full time counselor and tutors monitor students' attendance, provide tutoring, refer families to community agencies as needed.Priority for hotspots.



Addressing Learning Loss

How will we address learning loss that may result from school closure? How will we assess the impact of strategies and approaches to address learning loss?

Recent Research on learning loss states schools should:

- **Focus on most essential standards** needed to be successful in the grade or course.
- **Address students' social emotional health** by developing personal connections.
- **Measure academic progress with frequent formative assessments** that align with instructional units.



Addressing Learning Loss

How will we address learning loss that may result from school closure?

- Daily and weekly schedules include time for small group instruction, tutoring, parent/student outreach.
- Curriculum guides have been streamlined to include most essential concepts and skills, social emotional activities.
- Formative assessments that match what students are learning will be used.

How will we assess the impact of strategies and approaches to address learning loss?

- Specific assessments will be given at benchmark grades 3, 6, 9 to assess progress and the impact of approaches used to reduce learning loss.



Student Engagement

What are the procedures for tiered re-engagement for students who are absent from distance learning?

Schools developed tiered plans for re-engaging students in instruction in spring, 2020. These will be updated to include consistent expectations and entry points that describe when a student moves from one tier to the next.



Student Engagement

Plans are being updated to include criteria for a three-tiered system such as:

Tier		Entry Point and Actions
Tier 1	All students	<ul style="list-style-type: none">Written expectations for daily, live engagement shared with students and parents. Teachers take attendance daily.K-5: if student is absent more than once a week, teacher makes parent/student contact.6-12: if student is absent twice weekly in same course, teacher makes parent/student contact.
Tier 2	Early Intervention	<ul style="list-style-type: none">If student continues absent twice or more weekly, counselor, support staff or assistant principal confer with student/parent.
Tier 3	Intensive Intervention	<ul style="list-style-type: none">If continued lack of improvement, principal or assistant principal conference with student/parent and develop an action plan for improvement.



Mental Health; Social Emotional Well-Being

How will the mental health and emotional well being of students be monitored?

- A new Comprehensive Social Emotional Learning Plan includes resources and strategies counselors and social workers will use during distance learning. Fifty counselors and social workers attended professional development to learn about this new resource.
- Counselors and social workers will provide counseling support for students remotely.



Next Steps

<ul style="list-style-type: none">▪ Learning Continuity Plan posted on PUSD website.	<ul style="list-style-type: none">▪ September
<ul style="list-style-type: none">▪ Submit final Plan for Board adoption	<ul style="list-style-type: none">▪ By September 30
<ul style="list-style-type: none">▪ Submit Plan to LACOE	<ul style="list-style-type: none">▪ Five days after Board adoption
<ul style="list-style-type: none">▪ LACOE reviews and provides recommendations, if needed.	<ul style="list-style-type: none">▪ By October 30, 2020
<ul style="list-style-type: none">▪ PUSD holds a public hearing to consider LACOE's recommendations, if any.	<ul style="list-style-type: none">▪ 15 days after LACOE provides recommendations