

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/lmgcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|---------------------------------------|
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General Information

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

Prior to the March 16, 2020, countywide school closures, Pacific Elementary School District was preparing models to execute conversion to K-6 Distance Learning. We benefitted significantly from countywide collaboration with all District Superintendents and the Santa Cruz County Office of Education. The early determination to work collectively accelerated the distance learning conversion and enhanced our ability to serve all students and families. Pacific Elementary staff developed and fully committed to our mission statement: "Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image and cross-cultural understanding." The vision statement also resonates, "The staff of Pacific School is dedicated to addressing the needs of the whole child by creating a school environment wherein every child may experience success in social and academic growth, as well as develop enthusiasm for learning. Children learn to cooperate and take responsibility for their actions. They learn to function with a sense of community while maintaining individuality and creative self-expression. They are treated with kindness and respect, and learn to respect others. The multi-graded classroom environments allow children to become active participants in their own learning process."

During the week of March 16-20, teachers, staff and administration communicated directly with all families. Parents confirmed working device access or received a District Chromebook. Students and families were provided digital guidance and detailed instruction on the new classroom platforms. Teachers and specialists successfully executed a full March 23 conversion to distance learning at all grade levels. From March 23 to the end of the trimester, all students were provided daily instruction. Special Education services were implemented in this new digital format in full compliance with all Individualized Learning Plans (IEPs.) Teachers worked tirelessly in transitioning to distance learning, focusing on student engagement, social-emotional support, and targeted outreach and intervention for students with unique needs. PESD also prioritized art and library (first in March using pre-recorded videos and upgraded in April to live lessons) to engage learners in every dimension of a quality elementary program. The PESD school board and community has been regularly updated by the Superintendent. Report cards were modified to provide authentic feedback while honoring a 'hold harmless' approach based on the shared value that no student would be issued a failing grade and all students would be promoted as planned.

Stakeholder Engagement

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

We began stakeholder engagement in the spring following eliciting feedback from parents and students via a survey. Parent advisory meetings were held via Zoom to allow the community to share the impact of distance learning and make recommendations. Stakeholder engagement continued through summer including parent meetings and surveys to review the various and evolving plans for reopening the school. The district/school leadership and staff reviewed the data from stakeholder groups and included those recommendations and concerns in this plan. The Pacific Elementary Reopening Plan was approved by the PESD board on August 4, 2020. The parents were sent versions of the plan during the summer with the ability to provide feedback. The final plan was emailed to all parents and is on the PESD Website.

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

All public meetings and hearings were conducted via Zoom with notification sent out 72 hours in advance. We provided information about our meetings via our website and through our newsletter. The district office remained open for business throughout the summer to ensure timely feedback regarding meetings and public hearings.

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

In the early summer survey, a plurality of parents surveyed indicated they would prefer an option to have students participate through electronic instruction this fall. Parents expressed concern about student engagement and asked for a daily schedule and synchronous instruction. Parents surveyed stated that they want to have regular communication between school and home as well opportunities for parents to learn how best to support their students in the virtual classroom environment. Parents expressed concern about students falling behind and/or starting school in different cohorts. When the plan was to open up school on a hybrid model, each primary class had no more than nine students to a cohort and upper grades had no more than 13 to a cohort. When we had to pivot to distance learning, emails, town halls and newsletters were sent to the parents to prepare them for distance learning which includes synchronous and asynchronous learning, daily schedules of 180 minutes for Kindergarten, 230 for 1st through 3rd, and 240 for 4th through 6th. Each child will check in with the teacher each day via Zoom and eventually, students will have one on one meetings with their teachers

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

The county guidelines prohibit in-person learning for the fall. This plan recognizes parent recommendation for synchronous instruction which is further detailed in the section on continuity of instruction. All students will have a daily schedule that includes at least 30 minutes of synchronous instruction with their teacher. In the section on pupil engagement, we detail our plan to hold office hours for parents to check in with teachers as well as some Zoom training for parents.

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.]

At this time, all schools in Santa Cruz County may only offer distance learning. Using the moderate restriction model, our reopening plan provides detailed information about how our school/district will support student and staff health and safety and how we will provide continuity of learning. Our learning plan includes the instructional schedule, a plan for assessing and addressing learning loss, delivering high quality instruction and attending to the social-emotional well-being of our students and staff. A link to our reopening plan under moderate restrictions can be found here: <https://www.pacificesd.org/plans--lcap.html>

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| COVID -19 PPE and PPE related materials Electrostatic Cleaning Device COVID - 19 approved cleaning products Masks, gloves, sanitizers Portable containers and tools for students COVID - 19 signage | 4,000 | Yes |

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.]

Distance learning will be standards-aligned and meet the needs of all students including those who qualify for special education, English language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support. We will continue the work we started last spring to provide connectivity and devices to all students who are participating in distance learning. Teachers and other certificated employees will connect with students daily through internet-based classrooms or phone communication. Interaction will ensure English language assessment, proficiency, and reclassification through designated and integrated English Language Development. The curriculum and instructional resources for distance learning classrooms may also be utilized in an in-person instructional model. PESD has adopted Engage NY for math, Benchmark and leveled readers are used for our ELA program. FOSS kits is the adopted Science curriculum. Google Classroom is utilized K-6 for daily instruction in concert with Zoom.

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.]

Technology resources, including school devices and internet connectivity assurance, were provided to all students who requested them. Prioritization of low-income students was a key focus when reaching out to families to ensure they could participate fully in all aspects of distance learning programming. For low-income families who reported internet connectivity challenges, a Cruzio parking lot 'hot spot' was installed, so that students are able to download assignments and access instruction in this designated area. A few were issued home-based Verizon devices to ensure connection to the school program.

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.]

We will document daily participation and interaction in distance learning through a daily, detailed log. We will measure the number or percentage of students participating in virtual learning sessions with teacher(s), either synchronously or asynchronously through sign-on data, feedback data, and surveys of parents, students and staff. Students who do not participate in distance learning will be marked absent for that day. Participation in distance learning may include engagement in online activities, completion of regular assignments, completion of assessments, and contacts between staff and pupils or parents or guardians. Instructional time shall be based on the time value of assignments as determined, and certified, by an employee of the local educational agency who possesses a valid certification document. Distance learning instructional time shall be based on the time value of assignments as determined by teachers. It must be standard-aligned and meet the needs of all students including students who qualify for special education, English language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support.

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.]

Professional Development will be targeted based on teacher need. Time and resources for educators to build, plan and teach in a hybrid learning or distance learning environment will be provided prior and during the school year. Professional development will be ongoing through; digital learning tools, instructional approaches to balanced assessment practices, high quality instruction to engage students and to support a deeper understanding of the essential standards. Staff attended several PD workshops & classes during the summer and many continue to do so this fall.

Staff Roles and Responsibilities

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

With the shift to distance learning came a shift in the role and responsibilities for staff working directly with students and those who support the operations. Instructional aides have been assigned to provide individual academic support for those students who are struggling with learning loss. Our office staff is working with our tech department to identify any families who need devices or hotspots. Some of our classified staff may be asked to support food services with distribution on site and in the community

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.]

English Learners will need additional support to focus on the task of learning and being successful in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| <p>Fundamentally, distance learning relies upon updated technology hardware and software. The items listed here are intended to allow the teachers to reach the students successfully.</p> <p>139 new Chromebooks and Google licenses 9 new document cameras 10 new laptops 2 Hotspots 2 iPads Upgraded ZOOM</p> | 61,610 | Yes |

| Description | Total Funds | Contributing |
|-------------|-------------|--------------|
| | | |

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.]

PESD is using multiple measures of assessment beginning the first week of school to determine functional instruction levels for all students, including screening for pupil learning loss resulting from COVID -19 during the last trimester of 2019-2020. We will continue formative assessments through the 2020-2021 to monitor student learning during the distance learning environment. These assessments will provide information on student learning in the areas of English Language Arts and Mathematics.

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.]

We will stick to grade-level content and instructional rigor, and focus on the depth of instruction, rather than the pace. To provide this grade level instruction, we will need to help teachers prioritize content and learning. In order to continue to reflect a districts' instructional vision and commitment to equity, educators will also need to maintain the inclusion of each and every learner and identify and address gaps in learning through instruction, avoiding the misuse of standardized testing to place kids into high or low ability groups or provide low levels of instructional rigor to lower performing students. Finally, we should consider focusing on the strengths that students share in this time of crisis, not just on their perceived deficiencies.

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.]

Teachers will administer formative assessments every 6-8 weeks and bring this data to collaboration with their peers. Collaborative teams will use this data to develop and implement interventions with a focus on student groups including English Learners, Foster Youth, and Low-Income students. Weekly collaboration will support ongoing assessment of the impact of interventions on accelerating student learning.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| <p>PESD will use Title III funds to pay for an aide to work directly with English learners to address their needs. Supplemental ELD is needed more than before because the ELs are not interacting with native English speakers as frequently at home as they did when in-person school was in session.</p> <p>Collaboration among teachers, aides, and between teachers and aides will enable educators to not only assess students but also to implement effective tier 1 intervention strategies as necessary.</p> | \$3,000 | 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.]

Teachers will monitor their students for signs of stress and report concerns to their site administrator. PESD is working with several organizations in an attempt to find counselors who will be available to meet with students virtually, or in person if the scenario allows. A Counselor and classroom teachers will provide social/emotional learning to students through classroom lessons, increasing student knowledge of well-being practices. Teachers will continue to reach out to their families and offer support in basic needs as well as resources. Teachers will incorporate weekly lessons on social emotional well-being. Staff will use weekly collaboration to address any concerns about student social and emotional well-being. Principal will provide weekly resources and time during collaboration for staff to address their social emotional well-being.

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.]

Connecting and maintaining engagement for all students is foundational to our work with a distance learning platform. We will support a tiered response beginning with universal screenings for all students in the first week of school to identify their social-emotional well-being and level of stress. At our weekly collaboration we will identify those students who are in need of additional support. Our tier II response will be initiated for students who have not participated in distance learning for three or more days and have not responded to teacher or staff member who reached out. Tier II response will include meeting with family and connection to community resources. We will provide outreach and support to our families who first language is not English.

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.]

Food Lab is Pacific's signature program. We partner with local, organic farmers for ingredients and prepare nutritious hot meals cooked on-site daily. Families may pick up lunches from school each day. Protocols are in place to ensure access to student meals while maintaining physical distancing.

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

| Section | Description | Total Funds | Contributing |
|---|---|-------------|--------------|
| Mental Health and Social and Emotional Well-Being | Counselor to provide services to students who are experiencing anxiety related to distance learning and fire. Priority will be given to foster youth and low income students. | | |

| Section | Description | Total Funds | Contributing |
|---------|-------------|-------------|--------------|
| | | | |

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 | | |
| 6.53% | \$67,127 | | |

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.]

Actions--

Increased technology (Chromebooks, document cameras, laptops) to allow students to access instruction and teachers to provide instruction.

Antenna on roof of school to beam internet signal to parking lot so students and parents can access the internet 24/7.

Counseling to increase social and emotional well-being of students.

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

Currently, Pacific does not have any Foster Youth enrolled. The technology that is being purchased is primarily directed at the needs of lower-income students. Many of our higher-income students already have access to technology, but our lower-income students do not, so we are providing it to them directly. The same is true for counseling.

