

# Proposed Learning Continuity and Attendance Plan

Public Hearing No. 1

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# Board of Education Priorities

1 Maximize Student Achievement

2 Create a Culture of Learning

3 Increase Engagement

4 Maintain District Solvency & Financial Responsibility



## Purpose

- Clarify changes to the LCAP Process this year
- Share “Learning Continuity and Attendance Plan”
- Highlight required elements of plan for 2020-21
- Share stakeholder input and feedback



## Changes to LCAP 2020-2021

- SB 98 established the Learning Continuity and Attendance Plan requirements.
- SB 98 also separated the *Budget Overview for Parents* which must be developed and adopted by December 15, 2020.
- **The Learning Continuity and Attendance Plan replaces the LCAP for the 2020–21 school year.**
- The Learning Continuity and Attendance Plan adoption timeline of September 30, 2020 is to ensure its completion at the beginning of the 2020–21 school year.



# Learning Continuity and Attendance Plan

## Must:

- address gaps in learning;
- conduct meaningful stakeholder engagement;
- maintain transparency;
- address the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness;
- provide access to necessary devices and connectivity for distance learning;
- provide resources and supports to address student and staff mental health and social emotional well-being; and
- continue to provide school meals for students.



# General Information - District Overview

## March 23, 2020 - July 17, 2020

- 2,300+ administrators, teachers and staff engaged in professional development
- 8,222 Chromebooks/225 hotspots distributed
- Meal distribution began at 12 sites averaging 5,500 meals per day
- Transition to remote instruction April 6
- Child Care at 2 elementary sites (Columbus/Muir) opened July 1, 2020
- Summer School for Secondary and Special Education June 15-July 17, 2020
- July 14, 2020, Board of Education made decision to continue with distance learning



# Stakeholder Engagement

**Surveys/Public Communication:** Data and research was critical in the development of a comprehensive professional development plan and the distance learning instructional schedules.

## **Parents/Guardians**

- May 18-29: 5,700 respondents representing 30% of GUSD households
- English: 5,423; Armenian: 83; Korean: 127; Spanish: 67
- Elementary: 3,843; Middle: 859; High: 998
- Public TOWN HALL Meetings: July 8, 2020 (11am & 5pm)
- Superintendent Stakeholder Meetings: SPAC, DELAC, PTA
- Board Meeting July 14: Public Communication

## **Certificated/Classified Staff Surveys**

- 1,204 Certificated
- 1,181 Classified

## **Student Surveys: Grades 4-12**

- 3,932 respondents



# Continuity of Learning: In-Person Technology Learning Pods

- All 20 Elementary Sites have Technology Learning Pods
- In total: 97 PODS
- In total: 1,043 students enrolled - no more than 12 students per POD
- Extended care for 588 students at all 20 elementary sites
- Program and meals are at no cost to families
- All Public Health and CDC guidelines are closely monitored
- 2 Personnel in each pod: Typically 1 Substitute teacher and 1 Classroom Assistant
- Monitor distance learning in a safe environment
- Student supplies/PE equipment are individualized
- Priority given to state subsidized child care families, foster/homeless, F & R lunch families, essential workers and GUSD employees





# Continuity of Learning/Access to Devices

## Distance Learning Instructional Schedules:

- “Welcome Week” to get connected and build social-emotional relationships
- Live synchronous interactions
- One small group live synchronous per day
- Asynchronous lessons

## Access to Technology:

- 4,029 additional Chromebooks distributed
- 1,330 additional hotspots distributed



# Professional Development

## **August 10-14: Teachers**

- Technical Training and Best Practices specialized by level
- Over 7,500 registrants for trainings
- Feedback in the high 80% positive

## **August 12-18: Technology PODS**

- Technology Support
- Safety Protocols

## **August 18-21: Teachers**

- Best Practices in distance learning: small group instruction, developing a positive classroom culture, safety, assessment



## Supports for Pupils with Unique Needs

- Distribution of chromebooks and hotspots
- Designated and Integrated ELD instruction
- Differentiated daily small group instruction
- Tutoring and intervention (*before, during and after school*)
- Mentorship groups and office hours
- Special Education and Psychological service providers, and behavior specialists
- Professional development focused on ELs and differentiating instruction
- Addition of Preschool Program at Mann ES



# Pupil Learning Loss

Diagnostic assessments to measure proficiency in ELA and Math

- i-Ready: ELA & Math, K - 5
- Khan MAP Growth Accelerator: ELA 6 - 12 and Math 6-8
- Formal and informal assessments

Implementation of supports and services

- Outreach to newcomer ELs, FY, HL and Students with exceptional needs
- Tutoring and interventions
- Targeted professional development
- Mental health outreach and counseling services



# Mental Health and Social Emotional Well-Being

- Panorama SEL Survey
  - Fall and Spring
  - Back to School (optional)
- Counseling and support via telehealth
- School psychologists, mental health therapists and interns
- Mental health virtual forums
- Parent support groups and helplines (Armenian, Korean, Spanish)
- Homeless & Foster Youth counselor
- Psychological service providers to conduct individual and group parent support groups



## Pupil and Family Engagement and Outreach

- Weekly/monthly outreach for students with unique needs
- Mentorship groups to support students' academic and social emotional well-being
- Parent Informational sessions to inform, support and engage parents/guardians and families
- Parent and Family Engagement Program: Balboa ES, Cerritos ES, Marshall ES, Muir ES
- Social work and counseling interns, psychological service providers, Homeless and Foster Youth counselor to support attendance and social emotional needs
- Designated site attendance clerks to monitor attendance and conduct weekly check-ins
- School Attendance and Review Team (SART) and School Attendance and Review Board (SARB) meetings
- District translators/interpreters as needed to support communication, outreach, and engagement efforts



# School Nutrition

## Technology Learning Pod (TLP) classrooms:

- Meals individually packed and delivered to classrooms
- Students eat in the classrooms

## Distance Learning:

- Meals served via “grab and go” walk-up and drive-up service
- 7:00 A.M. - 8:00 A.M. - Clark Magnet High School, Crescenta Valley High School, Glendale High School, Hoover High School, Roosevelt Middle School, Rosemont Middle School, Wilson Middle School
- 12:00 P.M. - 1:00 P.M. - Cerritos Elementary, Columbus Elementary, Jefferson Elementary
- Student Wellness Services’ Food Pantry collecting and distributing donations of food

*Staff trained in social distancing and public health protocols*



## Increased or Improved Services

- Outreach to newcomer EL, FY, LI parents/guardians to provide resources and support
- Designated ELD
- Academic and social-emotional interventions and supports; individual and small group
- Tutoring, office hours and mentorship groups
- Mental health counseling and student wellness support groups
- School supplies, transportation and food bank resources





## Stakeholder Input and Feedback

- Superintendent's Parent Advisory Council - August 28
- District Council PTA - August 28
- DELAC - August 28
- Feedback and questions will be responded to by the Superintendent in written form and distributed.
- GUSD Board Meeting: Public Hearing - September 1



## Four Budget Sections

- 1. Actions related to in-person instruction** **\$4,855,496**  
(PPE, disinfecting supplies/services, signage, handwashing stations, air purifiers, air filters)
  - 2. Actions related to distance learning** **\$5,721,814**  
(Chromebooks, hotspots, webcams, headphones, software, licenses, professional development)
  - 3. Actions to address pupil learning loss** **\$1,973,588**  
(Technology Learning Pods - staffing for 100 Pods through October 2020)
  - 4. Additional actions to implement LCAP** **\$2,546,860**  
(Additional psychologists for mental health, unreimbursed meals, construction delay)
- Total** **\$15,097,758**



## Next Steps

- Request Board approval of “Learning Continuity and Attendance Plan” by September 15, 2020
- Post on GUSD website within 5 days of adoption

**Questions?**

