# Learning Continuity and Attendance Plan

August 13, 2020

# LeCAP: Learning Continuity and Attendance Plan
# August 5  Meeting from 3:30-4:30
# August 13 Public Hearing

## Requirements

- The plan will address the following:
    - Plans for in-person instructional offerings
    - Addressing student learning loss due to COVID -19
    - Monitoring and supporting the mental health and well-being of students
    - Student engagement and outreach
    - Professional development
    - Provision of resources to pupils and staff to address trauma and other impacts of COVID-19
    - School nutrition

# Timeline for LeCAP

- August 3 Public Hearing Posting: District Office, Middle School, Strawberry Point
- August 5 and 12 Public Hearing Published in the Mill Valley Herald
- August 5 at 3:30 on a zoom session at the LeCAP Parent Meeting
- August 6 at 9:00 a.m. Task Force Meeting Input
- August 7 at 9:30 a.m. Student Breakout Session for Feedback
- August 13 Public Hearing at our School Board Meeting
- September 14 Board Adoption
- September 18 Submit our plan to the Marin County Office of Education

# COVID-Related State and Federal Preliminary Funding

| Funding Type | Allocation | Spend By Date |
|---|---|---|
| Learning Loss Mitigation Governor's Emergency Education Relief (GEER) | $148,584 | 9/30/2022 |
| Learning Loss Mitigation Coronavirus Relief (CR) | $749,810 | 12/30/2020 |
| CARES ESSER | $76,361 | 9/30/2022 |
| SB117 March 15-June 30, 2020 | $49,384 | 6/30/2020 |
| Learning Loss Mitigation General Fund (GF) | $201,586 | 12/30/2020 |
| **Total** | $1,225,725 | |

# Stakeholder Engagement

- Stakeholder feedback:
    - Staff Survey - 141 responses
    - Family Survey - 1,350 responses
    - Site Walkthroughs with Staff - approximately 100 staff members participated in walkthroughs
- Remote Participation in public meetings
    - Zoom links on website
- Aspects of LeCAP Influenced by stakeholder input
    - Time for live instruction, waivers for in-person learning, adjust and adapt learning needs; Consistency in time, delivery, expectation; Assessment and understanding student expectations for a grade level; iReady support



**62%** of families said they would send their children to school with large cohorts and safety precautions.
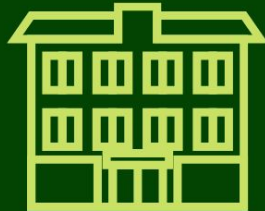
**25.4%** of families said they would opt for remote learning for all or some of their children if it is an option.

# BREAKOUT QUESTIONS for Adults

What are you seeing as a social and emotional student need for children in our community? How do you think the school district can best support these needs in a distance learning model?


What more can we do 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?

# BREAKOUT QUESTIONS for Kids

It's difficult to feel connected when you are not physically near others. Describe a time in the spring or summer that you felt connected to your peers or teacher, even though you were apart.

As we start this year in distance learning, what would make you feel connected to your new teacher and classmates?

Does anything about distance learning make you nervous or sad?
How can people at school help you cope with those feelings?

Did you do all the work you were assigned last trimester? If you did all your work, what motivated you to do it? If you did not do you work, why didn't you do it? What could have helped you finish it?

# Continuity of Learning

- School will begin with distance-learning on August 24th* and will remain remote until at least October 5th.
- Teachers will have five days (August 17th-21st) devoted to training, collaboration, and preparation.
- All students will be assigned to their regular classroom teachers for distance-learning through at least October 5th (families are no longer being asked to select remote learning through November 20th at this time). There will be an option for Distance Learning for the entire year for those who opt in.
- Elementary students will receive art, library, music (including orchestra, chorus and/or band as applicable) and physical education.
- Middle school students will receive physical education as well as their electives.

# In-Person Learning

- No more than 15 students
- Personal Protective Equipment
- Distancing of five (5) to six (6) feet
- Art, library, music (orchestra, chorus, band) and physical education
- Electives

# In Person Learning

- Preparation of School Sites
- How Safety Measures Will Be Implemented
  - Continue to follow protocols and guidance from Center for Disease Control (CDC), County Health & Human Services and Marin County Office of Education (MCOE)
  - Essential Protective Equipment (EPE)
  - Hand hygiene and frequent hand washing
- Indoor and Outdoor Learning Spaces
  - Physical Distancing
  - Ventilation and Circulation - Windows and doors
  - Covered outdoor areas and tents
- Air Ventilation and Circulation
  - Outdoor air circulation
  - Exterior door and windows
  - Outdoor learning areas

# Continuity of Learning

| Grade Level | SB98 Required Minutes | Live Synchronous Minutes | Asynchronous Minutes |
|---|---|---|---|
| Kindergarten | 180 | 135 | 45 |
| 1st, 2nd, 3rd | 230 | 185 | 45 |
| 4th, 5th | 240 | 175 | 65 |
| 6th, 7th, 8th | 240 | 165 | 75 |

# What could a sample hour of a day look like?
## Balancing structure and creativity

| Daily Activity | Explanations of Daily Activities | Minutes Kindergarten | Minutes Grades 1 - 3 | Minutes Grades 4-5 |
|---|---|---|---|---|
| **Whole Class Meeting/Lesson** Connect, teach, reflect, review, share, discuss, outline the day, etc | *Can be core academic lesson OR specialist lesson such as: PE, library, art, music, orchestra, band, chorus, dance, poetry, drama, SEL, etc | 15-30 | 20-40 | 20-40 |
| **Teacher Monitored Learning Activities** Independent practice related to core or specialist lessons, taped lessons, research, exploration, projects,  etc | Teacher is monitoring the whole class via zoom and/or working with a small group if possible. | 15-30 | 20-40 | 20-40 |
| **Total instructional minutes for 1st instructional period (combination of synchronous and asynchronous learning, determined by classroom and specialist teachers)** | | 60 | 60 | 60 |

# Distance Learning Schedule

*Mill Valley Middle School 2020-2021 School Year*

**Weekly Schedule**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 8:40-9:00 | **Panther Community** | **Panther Community** | **Panther Community** | **Panther Community** | **Panther Community** |
| 9:00-9:30 | Period 1 A/B | Period 1A | Period 4A | Period 1B | Period 4B |
| 9:35-10:05 | Period 2 A/B | | | | |
| 10:05-10:20 | *Break* | | | | |
| 10:20-10:50 | Period 3 A/B | Period 2A | Period 5A | Period 2B | Period 5B |
| 10:55-11:25 | Period 4 A/B | | | | |
| 11:25-12:10 | *Lunch* | | | | |
| 12:10-12:40 | Period 5 A/B | Period 3A | Period 6A | Period 3B | Period 6B |
| 12:45-1:15 | Period 6 A/B | | | | |
| 1:15-2:50 | Asynchronous Teacher Office Hours, & Support | Asynchronous Teacher Office Hours, & Support | *Early Release (Staff Planning & Collaboration)* | Asynchronous Teacher Office Hours, & Support | Asynchronous Teacher Office Hours, & Support |

| Panther Community | Asynchronous, Office Hours, Support | Structure |
|---|---|---|
| <ul><li>Live schoolwide sessions</li><li>Morning music</li><li>Morning announcements</li><li>Words of wisdom</li><li>Team building activities</li><li>Read "The Howler" (once a week)</li><li>Admin and counselor Led</li></ul> | <ul><li>Asynchronous learning</li><li>Teachers available for office hours and students support</li><li>Independent Reading</li><li>Social and emotional support</li><li>Counselor check-ins and groups</li><li>School Clubs (TBD)</li></ul> | <ul><li>All classes meet on Monday</li><li>A Day class meets first 15 min of Monday class, B Day class second 15 minutes</li><li>Early Release Wednesday for Staff Planning and Collaboration</li></ul> |

# K-5 Core Instruction - Balanced Learners

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Reading | Everyday | Everyday | Everyday | Everyday | Everyday |
| Writing | Everyday | Everyday | Everyday | Everyday | Everyday |
| Math | Everyday | Everyday | Everyday | Everyday | Everyday |
| SS/Science | Depending on unit | Depending on unit | Depending on unit | Depending on unit | Depending on unit |
| K-5 Specials | Art | Music | Library | (PE 1X week for K) | (Band, Orchestra, Chorus ⅘) |
| 1st -5th | PE | PE | PE | PE | PE |
| ELL/Sped/ Ramp | Based on individualized needs, scheduled by site administrators, & may involve more instructional time | | | | |

# Continuity of Learning

## District Assessments

### K-8 Formative Assessments
**Type/Purpose of Assessment: Formative Assessments**
Teachers will develop formative assessments to monitor student learning in order to check for understanding, provide individual feedback, differentiate instruction, collect data over time, and develop instructional next steps.

on-going

### Grades K ESGI Assessment Bank
**Type/Purpose of Assessment: CCSS-based Summative Assessments for Progress Monitoring**
Throughout the year, kindergarten teachers will utilize common assessments within the ESGI program to monitor student progress in foundational reading, language arts, and math standards.

| Fall Administration | Winter Administration | Spring Administration | End of Year |
|---|---|---|---|
| September - October 18 | December 2 - December 13 | February 24 - March 13 | May 18 - June 5 |

### Grades K-5 Fountas and Pinnell Literacy Benchmark Assessments (F&P)
**Type/Purpose of Assessment: Diagnostic and Formative Assessment for Instructional Planning**
F&P assessments are utilized as a progress monitoring measure and allow teachers to plan differentiated reading instruction by determining students' instructional and independent reading levels.

| Grade | Beginning of Year Administration | 2nd Interval of Year Administration | End of Year Administration* |
|---|---|---|---|
| Kindergarten | n/a | February - March | May - June |
| Grades 1-5 | October- November | (students below benchmark) February - March | May - June |

### Grades K-8 iReady ELA & Math
**Type/Purpose of Assessment: CCSS-based Assessment for Progress Monitoring**
i-Ready diagnostic assessments meet the California Department of Education mandate for schools to provide diagnostic assessments that "can identify where students are in their learning within key content areas when they return to school so teachers can teach them most effectively." In addition to providing teachers useful information for planning instruction, i-ready provides targeted instruction and independent practice for students in math and reading.

| Fall Administration | Winter Administration | Spring Administration |
|---|---|---|
| August 31-September 11 | February 1 - February 12 | May 17 - May 28 |

## DRAFT MVSD K-8 DIGITAL RESOURCES AND CURRICULUM GUIDE 2020-2021

All of the digital resources and curriculum listed below have been purchased unless otherwise indicated.

### Management Platforms

| Platform | Recommended for: | Description | Clever login? |
|---|---|---|---|
| Seesaw | K-5 | Portfolio and student work completion options. Parents have parent accounts to see what students and teachers post. Students log in to accounts and post photos, complete activities, record voices/video, view teacher posts. | Yes |
| Google Classroom | K-8 *K-2 will have Google accounts for accessing | Online work management. Teachers post information/announcements/assignments in Google Classroom. Students log in and view/access/complete. Parents cannot log in except using student account. | no |
| Google Sites | K-8 | Easy website creation option. Can restrict access to MVSD accounts (i.e. student accounts) or have open access (i.e. including parents). | no |
| ParentSquare | K-8 | District communication platform for parents/teachers/school/district/PTA. Syncs nightly with Aeries for up-to-date contacts. Post to classes, whole grades, whole school, special groups. Direct message options between teacher-parent or teacher-class (at elementary). Form completion. Sign-ups. | No student login (parents only) |
| Aeries Gradebook | 6-8 | Gradebook for MS currently. Would need to add progress report standards to elementary school gradebook in order to use/link to progress reports. Visible to MS students and parents via Aeries Portal. Investigating link between Google Classroom and Aeries Gradebook (then assignment scores would transfer from Google Classroom gradebook to Aeries Gradebook). | Teachers only |
| Aeries Portal | 6-8 | Portal accounts for MS students and parents to access Aeries Gradebook, Grades, Attendance, and CAASPP scores. Could also be used for data verification (e.g. emergency cards) for MS and elementary, but additional setup needed. | Yes - working out details |
| Zoom | K-8 | Video conference. Currently use some paid accounts for additional features (e.g. webinars, increased attendance limit). Teachers are using free, verified accounts for classroom use without time limit. Students not required to sign in to use. Investigating district-wide teacher paid | Yes |

# Access to Devices and Connectivity
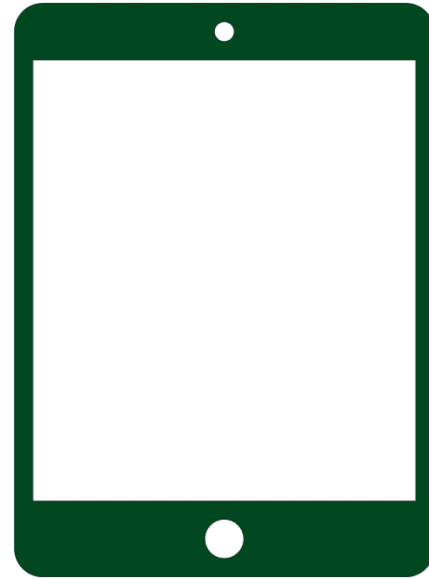
# Pupil Participation and Progress

Attendance will be recorded in our Student Information System. Kindergarten-5 will be taken by teachers everyday and for middle school attendance will be taken every period. Teachers will grade assignments in a timely manner and provide feedback to the students.   All students will be assessed on the K-8 Assessment Calendar including formative, benchmark and summative assessments.
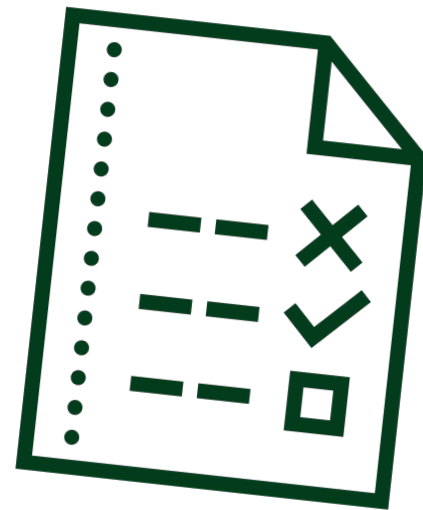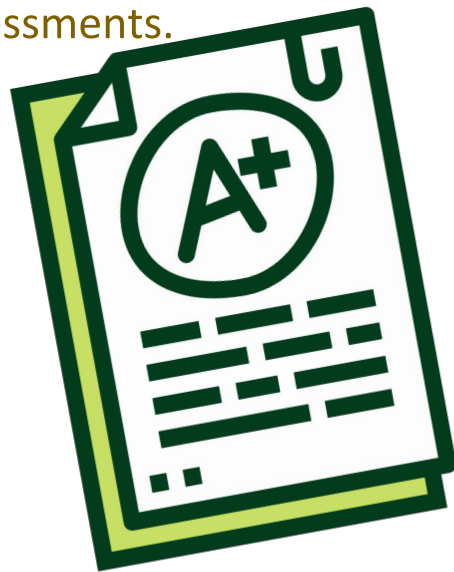
# Our Goals for Professional Development in Mill Valley School District

1. To further collaboration and consistency among grade levels at a school site or departments at MVMS.
2. To utilize research to transform your current grade level units for remote learning.
3. To plan for building classroom community and connection.
4. To develop a plan for deepening student engagement and providing ongoing feedback remotely.
5. To collaborate with your team to support self-care and reduce stress!

# Distance Learning Professional Development

- Executive Functions
- Zoom Overview + Questions
- ParentSquare Overview + Questions
- Google Classroom Basics
- Seesaw Home Learning Overview
- Google Classroom Q&A
- Digital Workflow for Teachers: Genius Scan App, AirDrop, Videos, and Google Drive
- Drop-in Instructional Tech Office Hours
- MVSD Specialists PD: Google Sites and Google Files
- MVSD Teaching Forum: What's Working with Online Teaching (K-3)
- MVSD Teaching Forum: What's Working with Online Teaching (4-8)

# **Navigating** remote learning **Together** for MVSD

| **Students will:** | **Families will:** | **Teachers will:** |
|---|---|---|
| ●attend and actively participate in **all** live lessons weekly<br>●turn in all assigned classwork<br>●access to their weekly schedule<br>●work online and offline<br>●be responsible digital citizens<br>●read, write, and do math daily | ●identify an adult to support the student<br>●create a safe learning environment<br>●ensure that students attend **all** live lessons<br>●Review teacher communication<br>●have access to teachers via email or return phone call within two working days (MVSD Parent Interaction Protocol)<br>●have support from teachers and administration on at-home and remote learning | ●develop clear schedules & send to families send a weekly communication to families with the weekly schedule<br>●collaborate with fellow teachers to build consistency across  grade level<br>●use district identified learning platforms and programs<br>●teach synchronous daily with breaks<br>●provide regular feedback to students |

**Administrative and staff support will:**
- contact students who do not 'show up' to online class or check-in daily.
- support staff and families in the learning process in service to our students
- be available to staff, students, and families throughout the week.
- support and facilitate consistency within a grade level, school and district
- support with technology needs
- provide professional development in distance learning
- share weekly news with the learning community

# Pupil Learning Loss, Strategies and Measurement

❖ **Formative Assessments** - teachers focusing on measuring student learning in order to provide **feedback** to the learners.

❖ **K-8 Assessment Calendar -**
 ■ **Formative Assessments - most powerful & guide instruction**
 ■ **Benchmark assessments - give a dipstick into progress over trimester**
 ■ **Summative assessments** - provides information about specific skills over a period of time. An example is i-Ready.

mvschools.org/iready

# Mental Health and Social and Emotional Well-Being

- 4 elementary counselors; 3 middle school counselors
- Websites, resources, materials for distance & in-person
- Director of Human Resources
- Employee Assistance Program
- Social-Emotional Learning Curriculum: Toolbox, Kimochis, Zones of Regulation
- Select teachers and staff have received training in Toolbox program
- Counselors will provide social emotional support and resources
- Counselors offer individual and small group counseling support for various issues (grief, family transitions, anxiety, social/friendship, executive functioning)
- Counselors provide emotional support training for parents and check-ins

# Pupil Engagement and Outreach

- Staff will oversee engagement and outreach for re-engagement strategies
- Teachers will ensure a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, and tracking assignments.
- The District will develop written procedures for tiered re-engagement strategies for all students who are absent from distance learning for more than three school days or 60% of the instructional days in a school week.
- Classroom teachers shall regularly communicate with parents and guardians regarding a pupil's academic progress consistent with established practices and procedures for traditional in-person learning.

# School Nutrition

Choicelunch
Thoughtfully Sourced. Deliciously Prepared.™
Let's Do Lunch!

- Choicelunch, our school lunch program, will begin operating on August 24 at each school site regardless of remote learning or in-person status.
- We will continue to use Choicelunch throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact.
- To order, visit order.choicelunch.com. Students who qualify for free and reduced lunch will receive their lunches as usual.

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

- Differentiated learning to address academic needs of all students; close the achievement gap with underperforming students
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development
- Strengthen parent involvement and communication
- Monitor EL student progress
- Reading and Math Support
- Designated English Learner Support Time

# Upcoming and Ongoing LeCAP and LCAP Input Sessions

**Stakeholder Input Sessions**

September 2

October 21

November 18

December 9


Meetings scheduled via zoom from 3:30-4:30

**Student Input Sessions**

September 9

October 28

December 2


Meetings scheduled via zoom from 3:30-4:30