

PALO ALTO UNIFIED SCHOOL DISTRICT

LEARNING CONTINUITY AND ATTENDANCE PLAN

STAKEHOLDER FEEDBACK

2020-21

PURPOSE OF LEARNING CONTINUITY PLAN (LCP)

- Addressing gaps in learning
- Conducting meaningful stakeholder engagement
- Maintaining transparency
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness

LCP TIMELINE

April 2020 - September 2020: Leadership Staff collaboratively and iteratively create reopening plan

June 23 rd	BoE approved COVID Report
August 10 th	Drafting synthesis of Stakeholder Engagement from Fall to share at Community meeting
August 20 th	Stakeholder Engagement - Principals Meeting & PAEA Executive Board
August 25 th	Stakeholder Engagement - CSEA
August 25 th	Board Report
September 1 st	Stakeholder Engagement - Leadership Team
September 2 nd	Stakeholder Engagement - Community Meeting
September 8 th	Board Meeting Public Hearing
September 22 nd	Board Adoption of LCP
September 28 th	Submit LCP to Santa Clara County Office of Education for approval
September 30 th	Deadline for submission to the the County Office of Education



Section I: In Person Offerings

- Elementary and Secondary In Person Instructional Offerings: PAUSD will 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.

Elementary Sample Schedule 1st-3rd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
	Group A	Group A	Group A or B	Group B	Group B
8:00 - 10:00	Academic Block 1	Academic Block 1	8-8:30 Whole Class Zoom Morning Meeting Academic Block 1	Academic Block 1	Academic Block 1
10 - 10:20	Recess	Recess	Recess	Recess	Recess
10:30 – 12:00	Academic Block 2	Academic Block 2	Academic Block 2	Academic Block 2	Academic Block 2
12-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:40	Academic Block 3	Academic Block 3	Academic Block 3	Academic Block 3	Academic Block 3
1:40	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:00 - 2:50	Group B Zooms with Teacher	Group B Zooms with Teacher		Group A Zooms with Teacher	Group A Zooms with Teacher
Asynchronous Instructional Minutes for Group at Home (Art, Social Studies, Science, Literacy or math)	Group B works asynchronously 3 hrs. at home	Group B works asynchronously 3 hrs. at home	Group A or B works asynchronously 3 hrs. and 20 minutes at home	Group A works asynchronously 3 hrs. at home	Group A works asynchronously 3 hrs. at home

Secondary Sample Schedule

Proposed Hybrid Secondary Bell Schedule				
Students meet with teachers in-person 2 days per week, virtually 1 day per week, two days of independent learning				
Monday	Tuesday	Wednesday	Thursday	Friday
Common Learning Day - online	Cohort A in-person. Cohort B online independent work	Cohort A in-person. Cohort B online independent work	Cohort B in-person. Cohort A online independent work	Cohort B in-person. Cohort A online independent work
8:30-10 AM Collaboration/Prep	8:30 AM-8:55 AM Staff/Dept Meetings	8:30 AM- 9:35 AM Prep Time/Collaboration	8:30 AM-8:55 AM Staff/Dept Meetings	8:30 AM- 9:35 AM Prep Time/Collaboration
10:00-10:30 AM Period 1	9:00 AM-10:15 AM Period 1	9:40 AM -10:55 AM Period 5	9:00 AM-10:15 AM Period 1	9:40 AM -10:55 AM Period 5
10:40-11:10 AM Period 2	10:25 AM-11:40AM Period 2	11:05 AM-11:40 AM SELF/Advisory	10:25 AM-11:40AM Period 2	11:05 AM-11:40 AM SELF/Advisory
11:20-11:50 AM Period 3	11:40 AM-12:10 PM Lunch	11:40 AM-12:10 PM Lunch	11:40 AM-12:10 PM Lunch	11:40 AM-12:10 PM Lunch
12:00 PM-12:35 PM Period 4*	12:20 PM-1:40 PM Period 3*	12:20 PM-1:40 PM Period 6*	12:20 PM-1:40 PM Period 3*	12:20 PM-1:40 PM Period 6*
Lunch- 12:35-1:05	1:50 PM-3:05 PM Period 4	1:50 PM-3:05 PM Period 7	1:50 PM-3:05 PM Period 4	1:50 PM-3:05 PM Period 7
1:15 PM-1:45 PM Period 5	3:10 PM-3:40 PM Office Hours/Tutorial	3:10 PM- 3:40 PM Office Hours/Tutorial	3:10 PM-3:40 PM Office Hours/Tutorial	
1:55-2:25 PM Period 6	* Announcements during 3°	* Announcements during 6°	* Announcements during 3°	* Announcements during 6°
2:35- 3:05 PM Period 7				
Meetings / Training- 3:10 PM - 3:40 PM				
* Announcements during 4°				

Section II: Distance Learning Plan

- Distance Learning Offerings: PAUSD will provide continuity of instruction during the school year to ensure students have access to a full curriculum of substantially similar quality regardless of the method of delivery, and will ensure instructional continuity for students if a transition between in-person instruction and distance learning is necessary.

Elementary Schools

Sample Full Distance Learning Schedule for Students

The instructional content covered in each academic block may vary by teacher

Attendance to be taken at Blocks 1 - 4

Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50 am	8:30-8:50 am	8:30-8:50 am	8:30-8:50 am	8:30-8:50 am
Homeroom Morning Meeting & Number Corner	Homeroom Morning Meeting & Number Corner	Homeroom Morning Meeting & SEL Read Aloud	Homeroom Morning Meeting & Number Corner	Homeroom Morning Meeting & Number Corner
Block 1 8:50-9:35 am	Block 1 8:50-9:35 am	Block 1 8:50-9:35 am	Block 1 8:50-9:35 am	Block 1 8:50-9:35 am
English Language Arts 10 min Mini-Lesson & Small Groups (groups not meeting log off)	English Language Arts 10 min Mini-Lesson & Small Groups (groups not meeting log off)	Science or Social Studies Part I	English Language Arts 10 min Mini-Lesson & Small Groups (groups not meeting log off)	English Language Arts 10 min Mini-Lesson & Small Groups (groups not meeting log off)
Block 2 9:50-10:35 am	Block 2 9:50-10:35 am	Block 2 9:50-10:35 am	Block 2 9:50-10:35 am	Block 2 9:50-10:35 am
Interactive Read Aloud/ Phonics	Interactive Read Aloud/ Phonics	Science or Social Studies Part II	Interactive Read Aloud/ Phonics	Interactive Read Aloud/ Phonics
10:50-11:50 Lunch	10:50-11:50 Lunch	10:50-11:50 Lunch	10:50-11:50 Lunch	10:50-11:50 Lunch
Block 3 11:50-12:35 pm	Block 3 11:50-12:35 pm	Block 3 11:50-12:35 pm	Block 3 11:50-12:35 pm	Block 3 11:50-12:35 pm
Music	PE/Library	OPEN OFFICE HOURS (Optional for students: if needed)	Math 15 min Mini-Lesson & Small Groups (groups not meeting log off)	Math 15 min Mini-Lesson & Small Groups (groups not meeting log off)
Block 4 12:50-1:35 pm	Block 4 12:50-1:35 pm	Block 4 12:50-1:35 pm	Block 4 12:50-1:35 pm	Block 4 & 5 12:50-1:35 pm
Math 15 min Mini-Lesson & Small Groups (groups not meeting log off)	Math 15 min Mini-Lesson & Small Groups (groups not meeting log off)	Student Independent work time	Art (Alternating weeks)	Student Independent work time
Block 5 1:50-2:35 pm	Block 5 1:50-2:35 pm		Block 5 1:50-2:35 pm	
Student Independent work time	Student Independent work time		Student Independent work time	

Secondary Schedule

Distance Learning Bell Schedule - Revised

Monday	Tuesday	Wednesday	Thursday	Friday
Common Learning Day 8:30-10 AM 10:00-10:30 AM 10:40-11:10 AM 11:20-11:50 AM 12:00 PM-12:35 PM Lunch- 12:35-1:05 1:15 PM-1:45 PM 1:55-2:25 PM Period 2:35- 3:05 PM Period Meetings / Training- * Announcements	8:30 AM-8:55 AM 9:00 AM-10:15 AM 10:25 AM-11:40AM 11:40 AM-12:10 PM 12:20 PM-1:40 PM 1:50 PM-3:05 PM 3:10 PM-3:40 PM Office * Announcements	8:30 AM- 9:35 AM Prep 9:40 AM -10:55 AM 11:05 AM-11:40 AM 11:40 AM-12:10 PM 12:20 PM-1:40 PM 1:50 PM-3:05 PM- 3:10 PM- 3:40 PM * Announcements	8:30 AM-8:55 AM 9:00 AM-10:15 AM 10:25 AM-11:40AM 11:40 AM-12:10 PM 12:20 PM-1:40 PM 1:50 PM-3:05 PM 3:10 PM-3:40 PM Office * Announcements	8:30 AM- 9:35 AM Prep 9:40 AM -10:55 AM 11:05 AM-11:40 AM 11:40 AM-12:10 PM 12:20 PM-1:40 PM 1:50 PM-3:05 PM- * Announcements during

Section III: Student Learning Loss

- Student Learning Loss: PAUSD will address learning loss and accelerate learning progress for students, with a focus on students' who are English learners; low-income; foster youth; pupils with exceptional needs; and students experiencing homelessness.

PAUSD+

- PAUSD+ is an invitation program for economically disadvantaged, historically underrepresented, and credit-deficient students. PAUSD has reviewed data for each school and has initial lists for each of our secondary schools. Middle schools range between 30-50 students, while our high schools have over 100 identified.
- We believe that three days per week is sustainable for students and staff. We are proposing a Monday, Wednesday, and Thursday program. This covers the “launch” day and one day of each class. Students would be monitored on Tuesdays and Fridays by the team. Students may arrive 30 minutes before their first class or an hour early on Mondays.
- The primary goal of PAUSD+ is to provide a safe and quiet space for students to work. However, the additional support that will be offered during the day will have the added benefit of increasing student engagement stemming from individualized attention from caring adults invested in student learning. PAUSD+ staff are able to redirect attention, keep learners on task, encourage and support as well as serve as a point of contact for concerns at the school level. This in turn increases the likelihood that students will complete work in a timely manner and get assignments in on time. PAUSD+ staff will also be positioned to identify any additional needs students may have, including basic needs such as food, safety, housing, and more intense learning supports.
- The PAUSD+ model also allows for close monitoring of progress, ongoing student feedback and coaching, support with organizational strategies, and early identification and mitigation of learning loss.

Pupils with Unique Needs

- English Learners will be provided integrated and designated support through primary language tutors, English learner teachers and a designated Schoology course
- McKinney Vento and Foster Youth students will be monitored and given support through the district social worker and Student Services Department

Special Education

- Distance learning will be provided for all grade levels (preschool-adult transition). IEP minutes will be provided in accordance with the last consented to IEP with the exception of bell to bell services (ie SAI for moderate/severe and 1:1 aide minutes). These minutes will be adjusted to reflect the current bell schedules for students. Instructional assistants will be utilized to support small group instruction and all students with an IEP will work directly with their case manager at least once a week.
- Elementary students with an IEP will be assigned a cohort based on their general education classroom teacher (mild/moderate) or their case manager (Futures). Secondary students will be assigned a cohort based on their case managers. Special education staff will maintain service logs. Students will remain in these cohorts when our county comes off of the monitoring list so support for students will transition with as little disruption as practicable between learning modalities (full distance, hybrid, and full return).
- School psychologists and service providers will reach out to parents beginning the week of August 3rd to schedule in person assessment sessions for those cases that are pending or were paused during school closure. Assessment includes initials and triennials.

Section IV: Mental Health and Social and Emotional Well-Being

- Mental Health and Social Emotional Supports: PAUSD will monitor and support mental health and social and emotional well-being of students and staff during the school year, including the professional development and resources that will be provided to students and staff to address trauma and other impacts of COVID-19 on the school community.

PAUSD Mental Health and Social Emotional Supports

- Prioritize a focus on social emotional learning in the fall to provide support for students as they re-enter school; identify students in need of additional support; and build a safe and inclusive classroom community.
- Provide lessons that discuss the impact of not being physically close, being able to read emotions or social cues with faces covered and how to share thoughts and feelings for others to understand what is needed
- Establish counseling support plans for crisis related to infectious disease stress
- Conduct simple screeners and interview questionnaires to provide targeted outreach and counseling
- Offer individual counseling, group counseling, and group education support to overcome anxiety and fear and various stresses
- When the problem behavior is intensified due to the stress of infectious diseases added to the existing psychological difficulties, provide counseling team support
- Continue to offer counseling and therapeutic support over telehealth methods

Pupil Engagement & Attendance

In order to be marked as present on a distance learning day, a pupil must engage in daily participation. What constitutes daily participation?

- "Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians." ((EC 43504(d))
- "Each LEA shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments." (EC 43504(e))

Survey

- <https://forms.gle/2sH92cJdTHuK2rWJ6>

Email Feedback to Judy Argumedo

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