

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/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South San Francisco Unified School District	Keith B. Irish Assistant Superintendent Educational Services	kirish@ssfusd.org 650-877-8709

General Information

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

The impact of the COVID-19 pandemic has been felt at multiple levels throughout the South San Francisco Unified School District. It has required a multi-faceted approach as well as extreme flexibility because of fluid environmental factors. SSFUSD's immediate response to the pandemic was to create a plan to provide all students and staff members in our district access to electronic devices which included: laptops, Chromebooks, IPADS, and hot spots for internet connectivity. Beyond this, South San Francisco Unified School District's pandemic plan has centered around strong communication, instructional models and delivery especially for our most vulnerable student populations, and providing professional learning opportunities to assist staff to transition to 100% Distance learning environment.

(1) Communication: Throughout the pandemic consistent and immediate communication has been essential. COVID-19 Meetings with Cabinet and District Level Administrators and the community continue to happen on a weekly basis or as needed. As well as sharing information about the opening of school, this communication includes updates on county, state, and federal guidelines for ensuring the safety of our students and staff members. This has been extremely important as we had to implement plans for distance learning for the start of the 2020-21 school year this August. SSFUSD administered a very robust survey of our families about both our hybrid and distance learning instructional models at the beginning of July to gather information from our families on their preferred Instructional Model (Distance or Hybrid Continuum Learning) and to gather information regarding each student in whether they needed to borrow a tech device and/or a hotspot in order to engage in learning in the 2020 - 2021 school year. The goal was to have 100% of our families to complete the survey and to understand the schedule, characteristics, and phases of implementation for both our hybrid and distance learning models. In order to gain input from all of our families, the survey was shared with families via the documented email in our Student information system (SIS), a district Screencast was sent to all parents/guardians in both English and Spanish, automated phone calls home to families asking them to complete the survey and the survey was promoted via our Public Information Officer via district/school websites and social media. Because of these efforts, we achieved an 85% return rate on the survey. For families that have yet to complete the survey, SSFUSD and school site staff are reaching out to parents/guardians that still have not completed the survey.

Starting in July, we resumed weekly Principal Meetings. These meetings help our site administrators to understand the latest COVID-19 updates as well as to serve as a platform for our principals to discuss safety, instruction, and socio-emotional needs related to the re-opening and on-going operation of their school staff and community.

(2). Instructional Models - In June, SSFUSD leadership establish three targeted task force committees. These task force groups were charged with designing a comprehensive instructional plan focused on providing high quality instruction; determining supports for the socio-emotional well-being of students/staff; and, with developing safety plans for our staff members during and following the COVID 19 Emergency. The task force members include parents, teachers, principals, district level administrators, and Cabinet Members. The San Mateo County Pandemic Plan and the four pillars were used to guide their work. The key cornerstone of the member's work was to design

plans that kept the health and safety of our students and staff at the center of all decisions. As a result both hybrid and distance learning models were designed. Each model was adjusted to match the differentiated needs of Elementary, Middle, and High school student. Both the hybrid and distance learning models include flexible instructional blocks during which teachers can use to invite small groups of students for targeted and gap closing instruction. This was designed specifically with the needs of our English learners, foster youth, homeless, and students with disabilities in mind.

These schedules can be viewed at the following links:
Elementary-https://docs.google.com/spreadsheets/d/1ux8iEe1RR8NurwjnyxdWZvBvGNG3cUMz8JaENcN6vzg/edit?usp=sharing
Secondary-https://docs.google.com/spreadsheets/d/1HqkSewUwVHiXURitMwhvM75CBhEZgVOyzWflaxI1OII/edit?usp=sharing

(3)Professional Development Opportunities for staff - The COVID-19 pandemic has required a shift in the pedagogy of instructional staff to include best practices for online instruction. This includes a raised awareness of how to provide both synchronous and asynchronous learning opportunities for a diverse student population. Although our teachers and classified staff did their best to continue instruction when the shelter in place orders first took effect in spring, they (both Classified and Certificated) reported feeling ill equipped to meet the students needs via distance learning. SSFUSD's Educational Services department immediately provided a series of online professional development sessions that focused on accessing our online resources (Wonders, Study Sync, Google Suite and other programs/applications such as Zoom, Nearpod, IXL, Mystery Science). Our team of Teachers on Special Assignment (TOSA's) provided support to teachers through these professional developments sessions as well as one-on-one support. Once the South San Francisco Unified Board of Trustees voted to begin the 2020-21 school year in a 100% distance learning model, the team of Teachers on Special Assignment (including ELD and Special Education TOSAs) immediately planned professional learning opportunities for staff. SSFUSD staff members had the opportunity to engage in over seventy (70) different professional learning opportunities from both internal and external providers. Furthermore, certificated members had the option to engage in both synchronous and asynchronous professional learning options. A majority of the professional learning opportunities were recorded. Additionally, several of the presentations were specific to supporting English learners and students with disabilities because SSFUSD leadership understood that the instructional staff would need specific training to help mitigate learning losses for several students belonging to these student groups.

Stakeholder Engagement

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

As the duration of the COVID-19 pandemic has extended, South San Francisco Unified School District has sought feedback from our families, students, and staff to inform decisions regarding safety, social-emotional well-being, and instructional needs of our students. SSFUSD sought feedback from all our stakeholder groups using two significant surveys and three task force groups, and a parent focus group. This worked happened from May through the end of July. The first electronic survey was sent in May 2020 to both families and staff to gain insight on their preference for either a distance learning or hybrid learning model for the fall. Both English and Spanish versions of the

survey were sent out. We received response from 1550 families and 445 staff members. Both groups surveyed favored distance learning over hybrid learning (59.5% versus 40.5%). The information collected from this survey informed the work of three task forces established to discuss safety, social-emotional well-being, and teaching and learning. As part of our work on the Teaching & Learning task Force Committee, distance learning and hybrid learning schedules were created for each grade span (See Attachments). Further, this committee created distance learning expectations for students, staff and parents. Once the work of the task force groups was concluded, the information about schedules and instruction options were integrated into survey that was sent to our families at the beginning of July. To support the survey, screencasts explaining the instructional models were also made available in English and Spanish. In order to reach our goal of 100% participation, families who did not respond to the initial survey were contacted via phone and these families were either resent the survey link, or they completed the survey with a staff member over the phone. Below is a list of district advisory committees and dates we introduced the LCAP and obtained input from committee members. The Educational Services team members will also sent the LCAP Summary and a quick survey so members of the advisory committees can review and provide input on the draft of the LCAP.

DELAC-On August 25
Special Education Parent Committee-August 27
African American Parent Committee- via survey only
Parent Survey for Opening Schools in Fall 2020 (May 2020)
Staff Survey for Opening Schools in Fall 2020 (May 2020)
SSFUSD Task Force Committees - June/July 2020 (6 meetings each - Health & Safety, Socio - Emotional Well-being, Teaching & learning)
Parent Reopening Committee (June/July 2020 - 3 meetings)
SSFUSD Board meeting - June/July - Task Force Committee updates (2 meetings - June 11 & 25)
SSFUSD Fall 2020 Instructional Model Options (July 15, 2020 - Board meeting)
California Teachers Association - via survey only
California State Employees Association - via survey only

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

The following were the options provided for remote participation to our stakeholder to gain feedback on the Learning Continuity and Attendance Plan:

- Zoom, Google Hangout Virtual meetings
- Phone calls both in English and Spanish
- Screencast linked to the Survey
- Parent Meetings (DELAC, ...)

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

- Many parents voiced frustration about how difficult is was to figure out how to navigate their student(s) instructional schedules, lessons, and activities and obtain meeting link information. Parents struggled being a facilitator of learning for their students and indicated it was difficult to support their children due to their work schedule and not being familiar with SSFUSD technology tools.

- Childcare needs were mentioned in our survey as well as stakeholder groups. In our Reopening of Schools survey 20% of respondents mentioned a need for support for childcare.

DELAC Feedback:

- Technology recommendations:

*Hotspot Support for families with multiple students or experience connectivity issues

*Kicked offline-attendance and missing lessons

- Engagement support

*Online exercise

*How to stay engage with learning

*Offer movement in elementary level

*Links for P.E video

*Lessons in self-care

- English Learner needs

*Homework support for EL (Tutoring)

*Help EL students with instruction

*More small group support

*Modify EL students work

*Lessons are too fast for EL's to keep up

*Difficult following the Teacher videos and downloads

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

Based on information shared at our August 25 DELAC meeting we have several suggestions made by our families that have been incorporated in this plan:
-Some families reported that even with the WiFi hotspot loaned to them by SSFUSD their students are still losing connectivity. SSFUSD is considering other options to support families that are having internet connectivity issues.
-Other participants requested "How to videos" in Spanish that explain how to access different learning platforms and online resources for their children. SSFUSD has created a SSFUSD Distance learning hub for families and students.
-Most participants agreed that they would like more communication via text rather than email, and that they were more likely to respond to information that was sent via text rather than email. SSFUSD has enabled the text message feature in School Messenger so families can "opt in" to receive text messages from SSFUSD.
-A few participants requested that information also be sent through voice mail as they struggled reading information in both English and their primary language
Actions:
-We will work with our IT department to see if we can identify geographic areas that show a pattern of poor coverage areas. If a pattern emerges, our IT department will make a request to T-Mobile to improve connectivity coverage to these areas
-We will work with our school site to create support hubs at their school sites. These hubs would have identified staff members to troubleshoot connectivity or instructional platform issues.
-We will increase advertisement of our "Student & Family Distance Learning Hub" which has tutorials and resources available in both English and Spanish (https://sites.google.com/ssfusd.org/ssfusd-students-families/home-p%C3%A1gina-principal) which will include text messaging through School Messenger.
-We created an internal website for staff called "SSFUSD Distance Learning Hub" where we house all of our professional learning opportunities, training videos and other helpful resources for staff. (https://sites.google.com/commonsense.org/distancelearninghub/home)
-We partnered with an organization called Modern Teacher to have teachers created a landing page which includes information all in one spot so families/students can better navigate how to support and access meeting links. SSFUSD is also working with Modern Teacher to create a weekly learning plan which will include information such as daily lessons and asynchronous work so working parents/guardians that are unable to support their student during the school day can go to one central spot to assist their student with their education.
See Also-Access to Devices and Connectivity in the Distance Learning Section of the Plan.

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.]

As part of our Pandemic Reopening of School Plan, SSFUSD developed plans for 3 different opening scenarios. These included 100% distance learning, hybrid, and 100% in person instruction. As part of the reopening plan, the goal was to ensure a consistent, comprehensive and balanced instruction throughout each scenario. This goal was essential to the development of the reopening plan because it kept the lens of equity and access at the for-front of all decisions. For this reason, there are two different in-person models. The specific nature of the in-person learning opportunities were outlined in the work of 3 Taskforce groups which met during June. Each Task force was comprised of parents, teachers, site administrators and district administrators. SSFUSD developed a phased approach for our Instructional models. Phase 1 all students are in 100% Distance learning. Phase 2 and Phase 3 are specific to in-person instruction.

Phase 1-all students will participate in 100% distance learning.
Phase 2- only SSFUSD's most vulnerable students, which may include English learners, special education students, and foster and homeless youth will receive in-person instruction/support based on their assigned cohort days. All other students will remain in distance learning.
Phase 3-all students who opted for hybrid learning will receive in-person instruction based on their assigned cohort days. Students attending class on campus and staff working in classrooms will be required to follow appropriate social distancing and health and hygiene protocols.

Flexible Groupings
As is evident in the hybrid models (see attachments), the needs of students who may have experienced significant learning loss is our priority for SSFUSD. To begin with, the needs of our more vulnerable student groups are prioritized to receive in person instruction during Phase 2. Beyond this, each grade span's schedule includes flexible time blocks during all 3 phases. During these flexible instructional times, teachers can meet with either small groups or one on one with students that they have identified with learning losses.

Flex Time
For all three district schedules (Elementary, Middle and High School), SSFUSD has added Flex time before and after the bell schedule. The purpose of Flex time is to provide additional instruction/support for students with a certificated staff in an individualized or small group setting in order to academic or socio emotional needs of our students.

Assessment Measures
Assessing the learning loss of students can be difficult to ascertain especially for our English learners with the absence of summative ELPAC information for several of our students due to the COVID - 19 shelter in place that began on March 16, 2020 for SSFUSD. Our teachers have used more formative assessment measures including Literably, Reading Inventories, and curriculum embedded assessments to determine learning losses. Beyond this, SSFUSD is working to integrate other diagnostic assessments including those available for ELA and math

through IXL and Illuminate. Specifically, to identify the on-going English language development of our English learners students and assessment such as the Test of English Language Learning (TELL) is being considered for adoption. Our team of curriculum specialists including content TOSAs, ELD TOSAs, and Reading Specialists continue to investigate formative tools to help teachers to pinpoint student learning needs.

Scope & Sequence - ELA/Math
SSFUSD's TOSA's and ELA/Math Teacher Leadership teams spent the time during the summer of 2020, revisiting the Scope & Sequence in ELA/math. A decision was made to focus on the priority standards and to use the 2020 - 2021 Achieve the Core Instructional Content Priorities in ELA/math to determine if SSFUSD needed to make adjustments to our Scope & Sequence. These documents name instructional content priorities in mathematics (K–8, high school) and ELA/literacy (K–12) for the 2020–21 academic year. They provide guidance for the field about the content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. Here's a link to the Achieve the Core Instructional Priority document:
https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics

Health and Safety
Further, the reopening plans are based on the following four pillars related to the health and safety of all students: (1) Health and Hygiene, (2) Face Coverings, (3) Social Distancing, and (4) Limited Gatherings: Hybrid Model of Learning provides TK-12 students with a combination of in-person and distance learning. The Health & Safety committee focused on developing procedures for when SSFUSD moves to hybrid continuum model in order to accommodate a safe in person learning experience for our students and staff.

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

Description	Total Funds	Contributing
Health and Hygiene Protocols: • Ensure all stakeholders are following 4 pillars and all safety procedures • Cleaning of restrooms 2-3 times a day • Purchase face shields for all staff • Purchase face coverings for staff/students in case they forget to bring a face covering to campus • Purchase spray guns/misters machines for each campus • Purchase hand sanitizer; dispensers etc. • Purchase signage for all building reminding stakeholders of physical distancing/face coverings • Purchase Plexiglas to provide a barrier for staff that frequently interact with the public/students • Social Distancing Requirements at Schools when SSFUSD transitions to Hybrid Continuum model phase 2/3	105,455.85	Yes

Description	Total Funds	Contributing
• Students, SSFUSD teachers, staff members, and parents must remain at least six(6) feet apart. • All activities, instructional or otherwise, must support social distancing and be implemented across campuses at all times. • Performing arts and similar activities will utilize outdoor spaces when possible. • Restrooms will be assigned to specific classrooms. • Schools will designate entry and exit routes to limit direct contact with others. • Schools will reduce foot traffic in hallways by having teachers travel to classrooms, instead of students and/or stagger start times and designate specific routes for travel across campus. • Schools shall limit physical education to non-contact activities with social distancing requirements. • SSFUSD shall install physical barriers such as sneeze guards and partitions in areas where maintaining distance is difficult (e.g., reception areas).		
SSFUSD will develop safety procedures and communicate with all stakeholders in order to reduce the spread of COVID - 19 when SSFUSD transitions to Hybrid Continuum Learning model for phase 2/3: • Drop Off Protocols: (Drop-Off and Pickup Procedures) • Arrival and drop off times will be staggered to limit direct contact between individuals. • Schools will communicate drop-off and pickup schedules and protocols to parents/guardians prior to the start of school or phase 2 of instruction • SSFUSD personnel will enforce social distancing and face coverings during drop-off and pickup	0	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.]

As part of our Pandemic Reopening of School Plan, SSFUSD developed plans for 3 different opening scenarios. These included 100% distance learning, hybrid, to 100% in person instruction. The driving goal of the reopening plan was to ensure a consistent, comprehensive and balanced instruction throughout each scenario. This goal was essential to the development of the reopening plan because it kept the lens of equity and access at the forefront of all decisions. Further, this goal was an emphasis in the development of Phase 1 of the 100% Distance Learning model. Part of the efforts to ensure the continuity of instruction involved organizing extensive Distance Learning professional development opportunities for our educators prior to the first day of school on August 17.

The instructional schedule at the elementary level was designed to ensure adequate time for ELA and mathematics instruction. The Seesaw learning platform was selected to improve the primary students' ability to navigate and to be engaged in rich ELA and mathematics activities. Most importantly, the elementary schedule allowed teachers the platform to work synchronously in small groups online. In doing so, it has allowed our teachers to build strong rapport and connections with students even in a virtual environment. The inclusion of flex time provided our instructional staff with a means to work more purposefully with students and to enhance each student's ability to access the full curriculum.

At the secondary level, a block schedule was designed (4x4 at the middle school level and 3x3 at the high school level) which allows students to finish a course in a semester rather than in a year. As all decisions were made through a lens of safety first, a block schedule limits student-staff interaction if and when we get to phases 2 and 3 in a Hybrid Continuum learning model. By limiting the number of periods this will assist staff/students in traversing the campus and therefore, further reduce possible exposure to COVID - 19. In addition, it allows our secondary staff to focus on teaching 2-3 classes each semester since teachers will need to do much redesigning of lessons and instructional units in order to prioritize the essential/priority standards in ELA/math curriculum. Since all bell schedules have Wednesdays as an asynchronous learning day for students, staff can use Wednesdays to conduct Office Hours, participate in professional development or attend district wide collaboration opportunities where staff will build lessons/units together across a grade level. This format will also enable a smooth transition from our 100% distance learning structure to a hybrid instructional model without causing major disruptions to the master schedule. In so doing, it allows students to remain on track for meeting A-G and other graduation requirements.

Instructional Materials:
The ELA curriculum materials are all available online with access for both teachers and students. At the elementary level this includes the Wonders ELA curriculum as well as StudySync. Math Expressions is online for the elementary level. In addition to the embedded ELD curriculum found in Wonders and StudySync, English 3D, and Academic Vocabulary Toolkit curriculum are also available through digital platforms. All these materials are easily transferable from a 100% distance learning model to a hybrid instructional model.

SSFUSD Board of trustees have approved the use of district adopted curriculum only regardless of the instructional model. This decision will assist SSFUSD is providing consistency and simplify our professional learning opportunities since students in 100% distance learning and students in the hybrid continuum model will be following the same scope and sequence regardless of the instructional model in all subject areas.

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.]

SSFUSD reached out to every family in our community via the Instructional Options Survey that was conducted at the beginning of July. This survey was designed to reach all our families, but was particularly focused on our families who had struggled to access devices and connectivity following the school closure in the 2019-2020 school year. In this survey two very important questions were asked:
-Do you anticipate needing to borrow a tech device (laptop/iPad) from SSFUSD for the 2020 - 2021 school year?
-Do you anticipate needing a hotspot for internet connectivity for the 2020 - 2021 school year?
Because the families were asked to complete one survey for each of their students, SSFUSD was also able to collect the information it needed to offer additional connectivity devices to families who might have several family members trying to connect virtually to their learning platforms at the same time. Lack of connectivity seemed to have been one of the most prevalent reasons cited by students/families that were unable to participate in online learning last spring. For these reasons, extra efforts were employed at our Title I sites to ensure that every single student had a device and connectivity to ensure smooth access to their instructional programs/platforms for the 2020 - 2021 school year.

Families with Unique Circumstances:
Based on information shared at our August 25 DELAC meeting we have several suggestions made by our families that have been incorporated in this plan:
-Some families reported that even with the WiFi hotspot loaned to them by SSFUSD their students are losing connectivity.
-Other participants requested "How to videos" in Spanish that explain how to access different learning platforms and online resources for their children.
-Most participants agreed that they would like more communication via text rather than email, and that they were more likely to respond to information that was sent via text rather than email.
-A few participants requested that information also be sent through voice mail as they struggled reading information in both English and their primary language.
-SSFUSD and school site staff have called to follow up to families that were unable to complete the survey. This gives us the opportunity to troubleshoot and determine if additional supports are needed besides providing a tech device and internet connectivity for our students/families.

Actions:
-We will purchase IPADS for students in grade TK - 2 and Chromebooks for all students in grades 3- 12.

-We will purchase over 3000 hotspots to ensure all students have internet connectivity.
-We will purchase a Chromebook for all classified staff that work directly with students (approximately 200 staff).
-We will purchase a laptop (Macbook air) for all certificated staff and administrators to support staff delivering instruction/support either at a school site or from their home.
-We will work with our IT department to see if we can identify geographic areas that show a pattern of poor coverage areas. If a pattern emerges, our IT department will make a request to T-Mobile to improve connectivity coverage to these areas.
-Each school site is creating a "Support Center Hub" to assist students and families with distance learning and technology integration. In addition, the Support Center Hub staff can assist in homework assistance and staff will be the first to reach out to families/students that have been absent 3 or more days in a week. Support Center Hub staff may need to conduct "home visits" in order to obtain additional information to support the student/family during distance learning.
-We will increase advertisement of our "Student & Family Distance Learning Hub" which has tutorials and resources available in both English and Spanish (https://sites.google.com/ssfusd.org/ssfusd-students-families/home-p%C3%A1gina-principal).
-Our Educational Technology Teacher on Special Assignment (TOSA) will coordinate webinars for parents to learn about technology tools (Google Classroom, Seesaw, Zoom, and Google Meet) and supporting their students in distance learning.
-We will introduce SMS functionality in School Messenger, the District's electronic notification system, for parents and guardians who want to opt in to receiving SMS (text) messages.
-We have added a dedicated District tech hotline (650-877-8700 x8611) for students and families to call for technology assistance.
-Each school site is creating a "Support Center Hub" to assist students and families with distance learning and technology integration. In addition, the Support Center Hub staff can assist in homework assistance and staff will be the first to reach out to families/students that have been absent 3 or more days in a week. Support Center Hub staff may need to conduct "home visits" in order to obtain additional information to support the student/family during distance learning.

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.]

The SSFUSD Distance Learning plan for both elementary and secondary referenced the importance of both synchronous and asynchronous instructional minutes. The Teaching and Learning Task Force that convened in June also believed that part of assessing student progress included the establishment of Distance Learning Expectations for students (see Action 1) and parents (see Action 3).

Monitoring Attendance and Weekly Engagement
Student participation and academic progress will be monitored using multiple measures at the classroom and school level, including daily attendance, student participation and completion of assignments, and mastery of content and skills. Teachers will report daily attendance within the first 10 minutes of the start of live synchronous class sessions, at the beginning of the day for elementary and for each class period for secondary. On Wednesdays for asynchronous learning, teachers will assign asynchronous learning activities and attendance will be based on student interaction, including completing a task through the learning management system or other digital tool, submitting

asynchronous work, or attending office hours or Flex time for an individual or small group meeting with the teacher. Teachers will report attendance in the student information system by 3:30 p.m. on Wednesdays. Parents/guardians will be notified of student absences and tardies via School Messenger, the District's electronic notification system, with email or phone messages sent in English, Spanish, Tagalog, Cantonese, or Samoan. In addition to the automated notifications via School Messenger, teachers will reach out to students and their families as the first contact when they identify that a student has not been attending class sessions.

In addition to daily attendance, teachers will monitor and track student participation in live synchronous sessions and the completion of assignments. These metrics will be used by teachers to determine a Weekly Engagement Indicator, which they will report at the end of each week for each student in the District's student information system. Teachers will also reach out to students and their families as the first contact when they identify that a student has not been participating in class sessions or submitting assignments.

School and district staff will monitor daily attendance and weekly engagement indicators to identify students who are not engaging in distance learning and would benefit from additional outreach and resources. For students who have been identified as having missed 3 days or 60% of the instructional week, staff will reach out to the student and family and provide follow up which may include referral to teacher office hours or flex time, technology support, referral to district or community resources, and other related support services for the student and/or family. The focus of these follow up interactions will be on supports that will help the student improve their attendance, participation, and completion of assignments. These interactions and resolutions will be documented in the District's student information system. Much of the work will be conducted by staff at each school sites "Support Center Hub" which will comprise of certificated and classified staff. Site administration will oversee the daily operations of the Support Center Hub and may customize "tiers of support" based on student/school/community needs.

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.]

As we prepared for the 2020-2021 school year, it was unclear until close to the start of school whether we would begin in a 100% distance learning model or whether we would be able to allow students to come in person via a hybrid model. Even though the final decision to begin in a distance learning model was reached only a few weeks (July 15) from the start of school, the Educational Services department was prepared. Fortunately, the memorandum of understanding reached with teacher association delayed the start of school by several days from August 12 to August 17. This allowed for the rearrangement of professional development days to the beginning of the school year and extended the professional learning opportunities from August 11-13. In addition, there were optional (paid) opportunities for our educators to attend vetted and requested professional learning opportunities in the weeks prior to the required professional development days. The required days as well as the optional days were focused exclusively on professional learning related to distance learning instruction.

In the Educational Services department, the content, Educational Technology, and ELD TOSAs accelerated the work on a myriad of professional learning opportunities to support all SSFUSD instructional staff to become well versed in distance learning instruction. As part of this work the EDS team created the SSFUSD Distance Learning Hub, a website which lists all of the upcoming District professional development sessions (see attachments) as well as a Knowledge Base with user help guides for different District-approved online tools. It

was understood from the beginning that these professional learning opportunities would need to be organized to meet the needs of a range of educators from novice to advanced; in their understanding of online instruction and digital fluency. Further, the TOSA team was well aware that many of our educators would need to have access to these presentations at a later date, so many of the sessions were recorded. This use of synchronous and asynchronous learning opportunities was deliberate in modeling behaviors that teachers could replicate in their online learning platforms for their own students. One professional learning opportunity that was required of our educators was from Modern Teacher which showed teachers how to develop landing pages for their content area/grade level. The landing pages are intended to be the resource hub for students and families for each teacher's course, with information about how to access class materials and live synchronous sessions, a course syllabus and expectations, teacher contact information, and other course, school, and digital learning resources. Beyond this, the professional learning opportunities were differentiated by grade span, content areas, user skill level, and unique student groups such as students with disabilities and English language learners.

Staff Roles and Responsibilities

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

One of the essential roles and responsibilities of the SSFUSD instructional staff will be to follow the district's own scope and sequence of courses whether instruction is happening in person or via distance learning. The adopted curriculum is broad and includes a variety of instructional materials which have either already been made available through online tools including Wonders (includes ELD), StudySync (includes ELD), English 3D, Math Expressions, and IXL, or teachers are modifying the curriculum and providing direct instruction through synchronous lessons. Further, the 2020-21 school year brought several new expectations for teachers related to distance learning. These included (See Action 2):

- The use of common learning management systems by grade spans.
- Google Classroom for grades 3-12
- Seesaw grades TK-2 (grades TK-5 for moderate/severe students)
- The balance of synchronous vs asynchronous instruction per day/week to be at least 60% synchronous and 40% asynchronous.
- That each teacher establish a landing page to guide families/students to distance learning resources for their content/classroom.
- That each teacher publish a weekly learning plan with learning activities, assignments, and assessments (to be implemented upon completion of training in October).

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.]

There are several supports that are being implemented or considered to help to meet the unique needs of several of our student groups in the distance learning structure. In addition, there were also offerings related to topics of community building and address social emotional needs during online instruction. However, one of the most fundamental elements that was included in SSFUSD's distance learning model was the intentional design of both elementary and secondary schedule with built in flexible instructional time blocks (see schedule

attachment). During the flexible time blocks teachers can invite individual or small groups of students to additional instructional opportunities to mitigate learning loss.
Each School site will create a "Support Center Hub" to provide the necessary supports and provide outreach so all students can access and participate in distance learning. These supports may be customized and may include: tech support, assistance in clarifying assignments, homework assistance, additional services that may be tailored to the school/community.

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

Description	Total Funds	Contributing
Action 1: Establishment of Distance Learning Expectations for Students: • Be on time for class • Do not leave online sessions except for emergencies • Create a space and dedicated time for learning • Keep video on as much as possible • Use district approved learning management systems (SeeSaw- K - 2, Google Classroom - 3 - 12) • Follow class norms/rules set by district, school and teacher • Demonstrate learning with completion of assignments • Seek assistance when needed This action will contribute to improved services to students by establishing a baseline to help guide teachers in determining students who might need additional time and support to achieve these expectations especially in the completion of assignments.	0	Yes
Action 2: Establishment Distance Learning Expectations by Teachers: Post daily classwork by 8:00am each school day When learning plans are implemented post all assignments for the week by 8:00am on Monday Work is to be posted via learning management platform (SeeSaw/Google classroom) and list of assignments for the week with estimated times for completion Grades TK - 12 will provide synchronous live sessions with our students. The time/day will be posted via the learning management platform. Staff will assist in monitoring student participation and attendance requirements per SB 98	0	Yes

Description	Total Funds	Contributing
Action 3: Parent Distance Learning Expectations • Be a partner/facilitator of learning • Supervise - student schedules - attendance - participation in daily lessons • Assist in comprehension of content, if possible • Create a space and dedicated time for learning • Remind students to keep video on as much as possible • Use district approved learning management systems (SeeSaw- K - 2, Google Classroom - 3 - 12) • Ensure that your student follow class norms/rules set by district, school and teacher • Demonstrate learning with completion of assignments Seek assistance when needed	0	Yes
Action 4: Professional Development and Collaboration: Wednesday schedule 8:30 - 9:30- Office Hours - district wide 9:30 - 10:30 Site meetings; committee meetings (ILT/grade level meetings/department) 10:30 - 11:30 - District Collaboration (Teachers can meet virtually to create lessons/units/assessments, practice using new technology tools, programs) 11:30 - 12:30 - Office hours - district wide 12:30 - 1:30 - Lunch 1:30 - 3:30 - Office hours/prep time to work on lesson/unit development or participate in PD opportunities	0	Yes
Action 5: IT department to monitor for geographic areas with weak connectivity • If a pattern emerges, our IT department will make a request to T-Mobile to improve connectivity coverage to these areas	0	Yes

Description	Total Funds	Contributing
Action 6: School site support hubs • We will work with our school site to create support hubs at their school sites. These hubs would have identified staff members to troubleshoot connectivity or instructional platform issues.	0	Yes
Action 7: Enhance current communication system to better meet our families' needs -We will increase advertisement of our "Student & Family Distance Learning Hub" which has tutorials and resources available in both English and Spanish (https://sites.google.com/ssfusd.org/ssfusd-students-families/home-p%C3%A1gina-principal) which will include text messaging through School Messenger platform.	0	Yes
Action 8: Purchase tech devices (Chromebooks/IPADS/Macbook Airs) for all students & staff	3,510,040.11	Yes
Action 9: Purchase ear buds for all students	18,273.38	Yes
Action 10: Purchase 3000 hotspots to ensure internet connectivity for students/families and staff.	560,000	Yes
Action 11: Purchase Learning management system, applications and programs to support distance learning (Seesaw, Zoom, Literably, IXL, Nearpod)	186,422.50	Yes
Action 12: Provide 1 additional professional development day for all certificated members (approximately 450 staff members)	350,000	Yes
Action 13: SSFUSD will partner with Trauma Transformed an organization that will provide professional learning opportunities on Trauma Informed Systems. This professional learning training introduces six principles of Trauma Informed Systems (4 hour training).	36,000	Yes

Description	Total Funds	Contributing
The work of system change begins with sharing foundational knowledge of the impact of trauma on the people we serve, ourselves, our colleagues, our system and our community.		
Action 14: SSFUSD will partner with the San Mateo County Health - Department to provide Youth Mental Health First Aid (YMHFA)(8 hour training) The YMHFA course is a public education training program designed for any adult working with or assisting young people. The course focuses on how to help a young person who may experience a mental health challenge or crisis.	0	Yes
Action 15: SSFUSD will create a Teacher/Staff/Administration Support Group (TSST) TSST (Teachers and Staff Support Team) provided by YSB The TSST groups are meant to be process groups (where participants bring and discuss what is important to them) so there is not a rigid curriculum however the clinicians will incorporate self-care and self-regulation skills as well as some psycho education around responding to students' cues and needs in productive ways and effective de-escalation techniques. Costing is pending. SSFUSD will allocated up to 100K for the TSST	100,000	Yes
Action 16: SSFUSD will provide professional learning opportunities to staff in order to support their transition to distance learning. In the event that a professional learning opportunity cannot be scheduled during the work day or the district needs to hire subs for staff, SSFUSD will allocate 100,000.	100,000	Yes

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.]

In order to mitigate COVID-19 related learning loss, SSFUSD has developed a multi-pronged approach which is evident in both the reopening phases as well as the learning models adopted. The reopening of SSFUSD will occur in phases. Our reopening plan is comprised of 3 phases. Phase 1 requires all students to participate in100% distance learning. However, our Phase 2 is specially designed to support our students most at risk in experience a learning loss. In “Phase 2”, only SSFUSD’s most vulnerable students, which may include English learners, special education students, and foster and homeless youth will be provided in person instruction/support and administer assessments that are not easily shifted to an online platform including (Brigance, Initial ELPAC, and some special education assessments). These and other assessments will continue to inform in-person instruction to maximize our effort to accelerate learning for students demonstrating a learning loss.

However, assessment will be extremely important during Phase 1 100% Distance Learning) and SSFUSD has adopted several digital learning tools to help teachers in assessing and identifying students with learning gaps who would benefit from additional support and instruction. Our teachers will continue to use the ELA, ELD, mathematics assessment tools available through our core curriculum (available in a digital formats), and SSFUSD has also purchased or is in the process of purchasing other assessment tools to assist in determining pupil learning loss. The additional tools will be used at least quarterly to measure student progress. These include the diagnostic tools available in ELA and math IXL for all students K-12. Further, Literably has been purchased to calibrate and support our measurement of student reading progress K-8. This allows us to continue our use of running record data through a digital platform. For our English learners, we are in the process of acquiring the Test of English Language Learning (TELL) from Pearson. This tool screens, diagnosis, and monitors K–12 English language learners in all four language domains. The TELL will be allow us to monitor the English language development (ELD) for our EL students.
(SSFUSD has shared budgetary information on Literably, IXL in the distance learning program section).

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.]

Equity is the guiding principle of our district. To that end, the needs of English language learners, foster youth, homeless youth, and special education students receive special consideration. The specific actions to support the unique needs of our English learners, foster youth, homeless, and students with exceptional needs are outlined below in concrete detail.
However, there are other elements related to learning loss that cannot be addressed through instruction and assessments alone. For SSFUSD, equal access to technology, frequent check-ins, and connecting students and their families with counselors and other service providers that can help to meet their basic needs are a huge part in addressing learning loss. Although we continue to maximize the talents of all our staff, we understand the importance of reaching out to community partners. Counselors, the Community Liaisons, and staff from

community organizations such as the Youth Services Bureau of the YMCA reach out to students experiencing foster care or homelessness to check on their well-being, access to technology and school and community resources, and monitor their academic progress. Partnering with community organizations and public agencies can further help SSFUSD identify and fill in gaps that may exist in the district's current system of support. SSFUSD is partnering with the City of San Francisco to provide childcare for families during the hours of 7:00 a.m. - 6:00 p.m. at our elementary sites. SSFUSD and the City of SSF will use a sliding scale based on families' income and priority will be given to families that meet National School Lunch Program (NSLP) requirements. Further, school and district staff will be monitoring student daily attendance and weekly engagement with increased attention to special populations so that the appropriate interventions and supports can be put into place in a timely manner when students are identified as not meeting daily attendance and weekly engagement benchmarks.

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.]

Measurement Used to Determine Learning Loss
SSFUSD has adopted a number of digital tools to help teachers assess and identify students for learning loss who would benefit from additional support and instruction. There is time built into the schedule at each grade level span for weekly collaboration and professional development for teachers to meet and review assessment results, develop plans for reteaching and acceleration, and collaborate with school and district staff to support students and their learning needs. Assessment results are shared in data dashboards specific to each tool so teachers and school support staff can monitor academic progress and identify learning gaps. At the school and district level, learning management tools have analytic dashboards that allow staff to monitor teacher and student use and assessment results to identify trends and areas for additional support and/or training. SSFUSD has a data management system called Illuminate that can assist us in disaggregating assessment data. SSFUSD will continue to use state and federal assessment data, formative assessments to identify students that may be experiencing learning loss.
SSFUSD will examine various instructional planning templates such as UDL, 5E and will incorporate this training into the learning plan training that is scheduled for September/October 2020. By providing time each week on Wednesdays to provide staff time to learn and plan distance learning lessons/activities in a collaborative manner in a school, grade level or subject area we're providing consistency across the district. SSFUSD will train administrators so they can provide input/feedback during our virtual observation process,

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

Description	Total Funds	Contributing
EL-Design a document with tiered support recommendation for English learners • A fillable form will be designed by the ELD TOSA team for use by each school site to identify strategies to encourage outreach and support to English learners not engaged in learning/poor attendance.	0	Yes

Description	Total Funds	Contributing
Translation Support/ Community Liaison District Level A parent liaison is dedicating 100% of their time to ensure COVID-19 related communication is translated without delay into Spanish. Further, the liaison helps to outreach to families of vulnerable student groups including EL, Migrant, Homeless to ensure access to technology support and community resources (Socio-Emotional and Food resources).	0	No
EL-Purchase online English Language Development assessment (similar to Test of English Language Learning from Pearson) to monitor the language development of our English learners at least 2 times annually.	24,000	Yes
Profession Learning: "How to Support the Socio-Emotional Needs English Learners During Distance Learning ELD TOSA team will research and present best practices in supporting the socio-emotional needs of English learners during distance learning. This information will be shared with principals, teachers, counselors, and other instructional staff during our Wednesday PD schedule.	0	Yes
EL-Ellevation data management platform for English learners will be purchased The Ellevation data platform will be used to help coordinate data and services to EL by having a single location where English learner ELPAC, CAASPP, District benchmark assessments, Reclassification Paperwork, monitoring form can be located quickly and easily. The data tools will be used to aggregate and disaggregate EL data (including information on newcomers, at-risk of LTEL, and LTEL students).	25,000	Yes
EL-ELD TOSAs move from individual school sites to district level to maximize support to our English learners In order to develop common instructional practices, programs, and mentoring support, 6 ELD Teachers on Special Assignment (TOSAs)and one curriculum specialist have been elevated to district level support positions. Each ELD TOSA will be assigned a maximum of three	0	Yes

Description	Total Funds	Contributing
school sites to build consistent practices related to designated and integrated ELD support for our English learners.		
EL-Provide parent resources in English and Spanish which helps them to understand how to access the various learning platforms and digital tools to support the learning of their child/children. (Also listed in DL Technology section) https://sites.google.com/ssfusd.org/ssfusd-students-families/home-p%C3%A1gina-principal	0	Yes
EL-Provide Professional Development Specific to supporting English learners in both a distance learning and hybrid instructional models: • Integrated and Designated ELD • Considering the Socio-Emotional Needs of EL during distance learning • Understanding technology best tools that support the learning needs of ELs • Embedded supports in district adopted curriculum (Wonders, Studysync, Math Explorations) • How to provide differentiated support to newcomers; Long Term English Learners • Guided Language Acquisition Design (GLAD)2-day research and theory professional development	0	Yes
SWD-Supporting the Social-Emotional Welfare of Students with Disabilities: Coordinator of Mental Health, Behavior & Assessment planned PD with school psychologists and special education staff on how to identify and support students with mental health needs, including a referral process for those that require under IDEA	0	Yes
SWD-Tools used to determine ESY attendance will be used to identify students who regressed in their progress on IEP goals All students are assessed annually for regression and recoupment for determination of learning loss and associated services required mitigate learning loss using online tools (Able Net....)	$25,000	Yes

Description	Total Funds	Contributing
SWD-Independent distance learning plan document and programs/platforms/applications to support instruction, mitigate learning loss and virtual assessments(Pearson, MHS, Western Psychological Services) Specialized providers are working together and with families to determine the best course of action to support students who are struggling with distance learning. All families were provided with an Independent distance learning plan at the beginning of the school year that outlines this plan. All parents were provided with the opportunity to meet at any time they would like to review plans or have any concerns. Teachers alike are reaching out to families to work on IDLPs for those they are not seeing success with.	50,969.35	Yes
SWD-Attendance and monitoring support • If a student is not engaging/participating in distance learning, an IEP meeting may be arranged with parents to determine barriers to students making adequate progress • Case managers are using flex time to provide additional support if the student is having difficulty engaging in the work in order to make adequate progress toward IEP goals.	0	Yes
SWD-Unique technology needs during distance learning • All special education students are provided with accessibility tools as are their general education counterparts. Considerations are provided in accommodating special education needs with tech allocations • Specialized software/apps are purchased to meet the unique needs of SWD during distance learning as needed.	$10,000	Yes
SWD-Special Education Paraprofessional PD support for distance learning • Special Ed. Paraprofessionals will attend a Spire training to become versed in specific techniques to support students with disabilities online.	2,000	Yes

Description	Total Funds	Contributing
• Para professionals are working in our distance learning plans as if they are in school. They participate in class and work in break out rooms with students. (Some of the training for Spire may occur outside the contractual work day so we will need to compensate staff).		
Homeless/FY-Outreach to families • Enrollment information has been posted in the shelters in our area • Relevant information to be posted on the District website and PeachJar communication outlet • District staff has called, emailed, texted families to complete a technology needs and instructional options survey • Continue an on-going partnership with community partners regarding ongoing student needs/supports: • SMCOE homeless/foster youth liaisons, • Local shelter representatives • Case-workers	0	Yes
Homeless/FY-Mental Health Support and Services • Increased counseling support through partnership with Youth Services Bureau of the YMCA. • District has begun the formation of a Crisis Response Team comprised of guidance counselors to assist homeless youth and communicate with families.(additional information is in the mental health and socio- emotional well-being section)	0	No
Homeless/FY-Attendance Tracking • We are implementing a Weekly Engagement tool, and site leaders will track this tool to ensure that our homeless students are engaging in instruction • Attendance will be recorded through our student information system daily, prompting follow-up measures to address absenteeism and increase engagement.	0	Yes

Description	Total Funds	Contributing
Homeless/FY-Access to Technology and Communication Resources • District School-Community Attendance Liaison will be checking with each homeless student/family to ensure students are enrolled, have suitable devices for electronic access, and are aware of communications paths to essential school and district personnel. • Existing partnerships with SMCOE homeless/foster youth liaisons, local shelter representatives, and case workers will continue to be supported/bolstered, as ongoing communication remains a critical part of outreach.	0	Yes
Homeless/FY-Providing Continuity of Instruction • Any student who has experienced a homelessness circumstance has the right to remain enrolled at the school of origin to provide stability and support. • Full participation is encouraged through our District's financial assistance program, which allows school sites to pay for essential programs, experiences, and supplies to ensure homeless students are able to enjoy the same experience at school as a non-homeless student. -School sites are able to apply for reimbursement through set-aside funds. We also provide transportation assistance in the form of direct bus route support. Mileage reimbursements, and bus passes. (This action is funded by LCAP Supplemental funds)	0	Yes
Homeless Education and Identification Professional Development • Professional Learning through online Structure: • Strategies for Registrars, frontline staff, nutrition services staff, district administrators, principals, teachers, shelter staff and community agencies who are able assist in the identification of students experiencing homelessness.	0	Yes
SWD-Online Curriculum to meet specific instructional needs of exceptional students	0	Yes

Description	Total Funds	Contributing
• Spire and Unique curriculums were purchased to allow our students with disabilities full access to the curriculum during distance learning.(These programs are funded by LCAP Supplemental funds)		
EL/SWD/Foster Youth/Homeless and Students demonstrating learning loss -SSFUSD will explore various options to provide virtual tutoring support for our most vulnerable students -We will look into free services such as Our Shared Learning, a local organization in San Mateo County that provides tutoring for primary grade students. The tutors are free and are local high school students. https://www.oursharedlearning.org/ -We will also look into paid tutoring services such as Paper where students can receive virtual tutoring. https://paper.co/ -In previous years, the San Mateo County Office of Education offered "Academic Centers" at our Title I sites. The Academic Center model provided up to 5 hours of tutoring for our most vulnerable students throughout the school year. We found out on 9.14.2020 that the SMCOE will not be able to found the Academic center model for K -8 districts, so can look into possibly replicating the program within SSFUSD.	100,000	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.]

The COVID-19 pandemic has surfaced the need to provide additional resources and support to our SSFUSD students/families and our staff to ensure their social and emotional well-being. SSFUSD will provide for the social and emotional needs of the district's students, families, and staff by:

- Incorporating social emotional learning (SEL) curriculum at all grade levels;
- Conducting mental health screenings and needs assessments;
- Building relationships between teachers and staff members and families;

- Maintaining traditions and social connections;
- Establishing routines and expectations for hybrid and distance learning;
- Providing workshops, resources, and professional development opportunities;
- Establishing crisis response, suicide prevention, and psychiatric mobile response teams

In order to address the socio - emotional well-being of our students; SSFUSD will implement the following actions in a tiered approach.

Tier I

Professional Learning Opportunity #1:

SSFUSD will partner with Trauma Transformed an organization that will provide professional learning opportunities on Trauma Informed Systems. This professional learning training introduces six principles of Trauma Informed Systems.

- The work of system change begins with sharing foundational knowledge of the impact of trauma on the people we serve, ourselves, our colleagues, our system and our community.
- For each cohort of 100 participants will include a 4 hour training, TIS101 (Trauma Informed Systems introductory course, facilitated by Ken Epstein)
- For approximately 1000 staff this training will cost approximately $36,000

Professional Learning Opportunity #2:

- Youth Mental Health First Aid (YMHFA)
- Provided by San Mateo County Health-Behavioral Health
- The YMHFA course is a public education training program designed for any adult working with or assisting young people. The course focuses on how to help a young person who may experience a mental health challenge or crisis.
- 8 hour training
- Cost: Free

Create a Teacher/Staff/Administration Support Group:

- TSST (Teachers and Staff Support Team) provided by YSB
- The TSST groups are meant to be process groups (where participants bring and discuss what is important to them) so there is not a rigid curriculum however the clinicians will incorporate self-care and self-regulation skills as well as some psycho education around responding to students' cues and needs in productive ways and effective de-escalation techniques.
- Weekly support group meetings
- Cost: Waiting on proposal
- Mental Health Screening
- YSB - Mental Health Assessments
- Cost: Waiting on proposal
- Mental Health Services

- YSB Counseling (Elementary)

These YSB counselors assist school staff in identifying, assessing, and providing therapy and intervention services to students. These services emphasize mental health and safety assessment, individual counseling with collateral family consultation, psycho-social group counseling, parent support and education groups, and educationally related mental health services. This year we want to continue to provide services to all of our schools.

- YSB Safe School Advocates (SSA)/Counseling (Secondary)
- The School Safety Advocates Program (SSA) embeds mental health professionals at our secondary schools to work in tandem with counselors, teachers, deans and administration to support student success.
- The School Safety Advocates Program is a comprehensive violence prevention program designed to promote safe school environments and quick, responsive interventions for students. The program combines mental health expertise with a youth development philosophy and provides full-time clinical staff on school campuses who work with school staff to: intervene in crises, conduct safety and mental health assessments, make referrals for services, and facilitate pro-social skills groups.
- Cost - $500,000 - Board Approved for 2020-21
- Conduct routine check-in using trauma informed lens
- Staff - after PD training
- Connect with students and families to promote attendance
- Staff - attendance follow-up, provide resources, identify truancy and address
- Establish Crisis Response Team
- YSB support - at all schools
- Suicide Prevention - share information
- Cost: $500,000 - funded this year already (see above)
- Collaborate with SMCOE on mental health/behavior support
- Provide resources to families/staff/students

Tier II

- Continued Professional Development
- Social-Emotional Learning
- Provided by CalSACS
- Cost: pending proposal
- Protective Factors for Children and Youth Mental Health
- Provided by CalSACS
- Cost: pending proposal
- Role of Staff in Behavior Guidance
- Provided by CalSACS
- Cost: pending proposal
- Provide staff resources/information
- Employee Assistance Program (EAP)

- Free
- Leave options
- FFCRA
- Accommodations
- Provide students resources/information
- Counseling Services
- Mental Health
- Ensure confidentiality and compliance

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.]

SSFUSD will use daily attendance from synchronous sessions, the weekly engagement indicator and student performance (grades) to monitor student engagement.

- Attendance queries will be run weekly from our Student information System. Site leaders will receive training to run these reports.
- By examining attendance data and the weekly engagement indicator, lists will be created indicating students that have not attended synchronous sessions (missed at least 60% or more over the past 5 school days or their participation/engagement (completion of assignments) has indicated that a student/family outreach is necessary.
- Lists will be given to each School "Support Center Hub." Staff will triage data and use a variety of approaches to determine additional supports such as:
- Phone calls home to parents/guardians.
- Community liaisons/staff that are bilingual that can contact families for follow up.
- Electronic communication (email, text) to parents/guardians.
- Teachers will reach out to students/families directly during office hours.
- Home visits, if needed if all attempts to contact are unanswered by families.
- Connection to local resources; support for technology issues or additional support to assist parent/student in understanding student assignments.
- SSFUSD is looking to partner with an organization that can assist students/families in a support group format.
- Referral to SSFUSD Support center hub model at school sites.
- Inform parents/guardians/students of the SSFUSD Distance learning hub website for families and students.

- Parent workshops to assist in understanding SSFUSD Distance learning model and support on how to use SSFUSD video conferencing and LMS platforms (Google Meet, Zoom, SeeSaw, Google classroom).
- Other parent workshops will be developed throughout the school year in conjunction with our PTA Council. Topics of discussion will be driven by need of our families.

English Learners Absent from Distance Learning:

- Monitor EL student with 3 missed assignments or absences and reach out by phone/messaging to determine reasons for missed assignments/attendance.
- Use District and School Parent liaisons to support this work.
- ELD TOSAs will design an interview/survey to discuss with EL students who are absent frequently from DL to determine root causes for absences.
- ELD TOSA team to site leadership or teacher to strategize on reengagement strategies and to review recent language development data.
- A district level parent liaison has been assigned to help maximize communication and outreach to our English learner and migrant families. This includes helping them to connect with community resource for their social-emotional wellness as well as for ensuring food security.
- The liaison is also bilingual and supports district wide efforts to communicate effectively and frequently with our Spanish speaking families.

Reengagement Strategies:

- The ELD TOSA team is designing a tiered reengagement document to support English learner students who are failing to show up for instruction. The partnership is with the school where the student is enrolled, and the goal is for the school and ELD TOSA to come up with strategies to help the EL student to engage with their studies.
- Each school site is creating a "Support Center Hub" to assist students and families with distance learning and technology integration. In addition, the Support Center Hub staff can assist in homework assistance and staff will be the first to reach out to families/students that have been absent 3 or more days in a week. Support Center Hub staff may need to conduct "home visits" in order to obtain additional information to support the student/family during distance learning.

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.]

SSFUSD started the 2020 - 2021 school year with all students in 100% distance learning due to San Mateo County being placed on the state watch list. When students are in the 100% Distance learning program, no students are allowed onto the school campus. Even though

students are not on campus, our Nutrition Services Department continues to provide healthy meals to our students, including those who are eligible for free or reduced-price meals. The nutritionally healthy meals are prepared at our Central Kitchen and delivered to three of our schools for pick-up. They are available for pick-up on Tuesdays and Thursdays at the following locations and times.

- El Camino High School 7:30 am to 10 am and 3:30 pm – 6:30 pm
- Spruce Elementary 3:30 pm to 6:00 pm
- Westborough Middle 3:30 pm to 6:00 pm

On Tuesdays, 2 days' worth of meals are picked up and on Thursdays, 3-days' worth of meals are picked up. Drive-through grab and go breakfast and lunch are offered at the three locations.

All meals are at no cost to students/families until the end of 2020.

In the future, when the District transitions into a Hybrid Continuum Model, where students will be in-person at the school for two days per week. The other three days will be remote/distance learning at home. When this happens, healthy breakfast and lunch will continue to be offered to all students, including those students who are on reduced-price meals.

On the first day of the week, students will be provided a grab and go breakfast when they arrive to school and a grab and go lunch when they leave. On the second day of the week, the students will receive a grab and go breakfast when they arrive to school. When they leave, they will receive the breakfasts and lunches for the remainder of the week (or three days).

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
9.66%	6,099,967

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.]

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

The services provided to our Foster youth, English Learners, and low income students need to increase by 9.66% as indicated by our MPP. SSFUSD has outlined of increased or improved services that are being provided district wide or school wide in this LCAP.

- District bell schedules for each grade span with the "flex time" specifically for students that need additional support - This support during flex time occurs either individually with a staff member or in a small group setting. In the Hybrid continuum learning model, EL, SWD, foster youth and homeless would be the first student groups that are in-line for in person instruction/support in phase 2.
- Support center hub/district tech line/SSFUSD distance learning hub website for families/students- Each school site created a "Support Center Hub" and existing staff that have relationships with students will be a part of the Support center hub. We will have bilingual staff at our support center hubs to assist families/students. SSFUSD created a district tech hotline to support our families with tech issues - this is a tier 2 level of support. Lastly, SSFUSD created a website at the request of our families to assist with tech issues and have helpful resources for our families/students. We also created many "how to" videos and documents in Spanish for our Spanish speaking families.
- Professional Learning for staff - SSFUSD has developed a many PD sessions and we will continue to partner with outside agencies to support our staff and students for the 2020 -2021 school year. Some of our PD offerings are tailored to staff working with SWD,s EL,s foster youth and homeless students. The professional learning opportunities around trauma informed practices will assist SSFUSD in learning about early warning signs so we can assist students/families in a immediate manner. The TSST support group for admin/staff/families is another opportunity to support our families not only in education matters but other struggles our students/families are going thru during this COVID - 19 emergency.

Distance Learning Schedules by Grade Span

2020 - 2021 Elementary Bell Schedule -Distance Learning - (Phase 1)- 8.4.2020

Elem - Distance Learning - Phase 1

	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
8:30	Instruction Starts					
9:30	Synchronous/Asynchronous Instruction					
10:30	Synchronous/Asynchronous Instruction					
11:30	Instruction Ends					
12:20		Instruction Ends	Instruction Ends	Instruction Ends		
12:30					Instruction Ends	Instruction Ends
12:30 - 1:30	Lunch					
1:30 - 2:30	Flex Time					
2:30 - 3:30	Office hours					

43501. For the 2020–21 school year, the minimum school day for a local educational agency is as follows:
(a) 180 instructional minutes in kindergarten.
(b) 230 instructional minutes in grades 1 to 3, inclusive.
(c) 240 instructional minutes in grades 4 to 12, inclusive.
Students/staff will have a 60 minute lunch break

2020 - 2021 Middle School Bell Schedule - Distance Learning - (Phase 1) - 8.4.2020

Monday Synchronous & Asynchronous Learning		**Tuesday Synchronous & Asynchronous Learning**		**Wednesday Staff Collaboration**		**Thursday Synchronous & Asynchronous Learning**		**Friday Synchronous & Asynchronous Learning**	
All Students		All Students		No Classes - All Students		All Students		All Students	
Flex Time	8:30 - 9:05	Flex Time	8:30 - 9:05	Collaboration/ Lesson Preparation	8:30 - 3:30	Flex Time	8:30 - 9:10	Flex Time	8:30 - 9:10
Period 1	9:15 - 10:20	Period 1	9:15 - 10:20			Period 1	9:15 - 10:20	Period 1	9:15 - 10:20
Period 2	10:26 - 11:31	Period 2	10:26 - 11:31			Period 2	10:26 - 11:31	Period 2	10:26 - 11:31
Lunch	11:31 - 12:31	Lunch	11:31 - 12:31			Lunch	11:31 - 12:31	Lunch	11:31 - 12:31
Period 3	12:37 - 1:42	Period 3	12:37 - 1:42			Period 3	12:37 - 1:42	Period 3	12:37 - 1:42
Period 4	1:48 - 2:52	Period 4	1:48 - 2:52			Period 4	1:48 - 2:52	Period 4	1:48 - 2:52
Flex Time	2:58 - 3:30	Flex Time	2:58 - 3:30			Flex Time	2:58 - 3:30	Flex Time	2:58 - 3:30
Teachers deliver lessons and facilitate class activities		Teachers deliver lessons and facilitate class activities		All Students - Asynchronous Learning at home		Teachers deliver lessons and facilitate class activities		Teachers deliver lessons and facilitate class activities	

2020-21 HS Bell Schedule - Distance Learning (Phase I) *-8.4.2020*

TERMS 1 AND 2*

5-Day week Class Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
All Students		All Students		No Classes		All Students		All Students	
Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10	Collaboration	Office Hours	Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10
Period 1 (85)	9:20 - 10:45	Period 1 (85)	9:20 - 10:45			Period 1 (85)	9:20 - 10:45	Period 1 (85)	9:20 - 10:45
Period 2 (85)	10:51 - 12:16	Period 2 (85)	10:51 - 12:16			Period 2 (85)	10:51 - 12:16	Period 2 (85)	10:51 - 12:16
Lunch (60)	12:16 - 1:16	Lunch (60)	12:16 - 1:16			Lunch (60)	12:16 - 1:16	Lunch (60)	12:16 - 1:16
Period 3 (85)	1:22 - 2:47	Period 3 (85)	1:22 - 2:47			Period 3 (85)	1:22 - 2:47	Period 3 (85)	1:22 - 2:47
Flex Time (37)	2:53 - 3:30	Flex Time (37)	2:53 - 3:30			Flex Time (37)	2:53 - 3:30	Flex Time (37)	2:53 - 3:30

4-Day Week Class Schedule (one day is a holiday)

Day 1		Day 2		Day 3		Day 4	
All Students		All Students		All Students		All Students	
Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10
Period 1 (85)	9:20 - 10:45	Period 1 (85)	9:20 - 10:45	Period 1 (85)	9:20 - 10:45	Period 1 (85)	9:20 - 10:45
Period 2 (85)	10:51 - 12:16	Period 2 (85)	10:51 - 12:16	Period 2 (85)	10:51 - 12:16	Period 2 (85)	10:51 - 12:16
Lunch (60)	12:16 - 1:16	Lunch (60)	12:16 - 1:16	Lunch (60)	12:16 - 1:16	Lunch (60)	12:16 - 1:16
Period 3 (85)	1:22 - 2:47	Period 3 (85)	1:22 - 2:47	Period 3 (85)	1:22 - 2:47	Period 3 (85)	1:22 - 2:47
Flex Time (37)	2:53 - 3:30	Flex Time (37)	2:53 - 3:30	Flex Time (37)	2:53 - 3:30	Flex Time (37)	2:53 - 3:30

FINALS - Day 1		FINALS - Day 2	
Flex Time (40)	8:30 - 9:10	Flex Time (40)	8:30 - 9:10
Period 1 (120)	9:20 - 11:20	Period 3 (120)	9:20 - 11:20
Break	11:20 - 11:30		
Period 2 (120)	11:36 - 1:36		

*Terms defined: about 9 weeks; course content of a traditional semester; each course or portion of a course taught in this time period is worth 5 credits. Traditional year long courses will be taught over two terms. Traditional semester courses will be taught over one term. Progress reports will be given during the course of each term. Final exams are given at the end of each term.

Hybrid Schedules

Phase 2: Hybrid Special Populations

Elementary

Monday & Tuesday Cohort A In person Cohort B Online Instruction (Asynchronous 8:30-11:30 a.m.ELA/Math/Intervention)					Thursday & Friday Cohort B In person Cohort A Online Instruction (Asynchronous 8:30-11:30 a.m.ELA/Math/Intervention)		
8:30-12:30	8:00-8:30 Safety Protocols - Face coverings & Temp. Checks all classrooms					8:00-8:30 Safety Protocols - Face coverings & Temp. Checks all classrooms	
	Grade 4-5 (Recess)	Grade 5 :10:30 -10:40 Grade 4: 10:15-10:25				Grade 4-5	Grade 5 :10:30 -10:40 Grade 4: 10:15-10:25
	Grade 2-3 (Recess)	Grade 3: 10:00-10:10 Grade 2: 9:45-9:55				Grade 2-3	Grade 3: 10:00-10:10 Grade 2: 9:45-9:55
	Grade K-1 (Recess) Dismissal 12:20 p.m.	Grade 1: 9:30-9:40 Grade K: 9:15 -9:25				Grade K-1 Dismissal 12:20 p.m.	Grade 1: 9:30-9:40 Grade K: 9:15 -9:25
	Grab and Go Lunches at Dismissal on Tues (for consumption during online days) P.M. Flex Groups: Students will eat lunch at school and then proceed to their flex group.					Grab and Go Lunches at Dismissal on Tues (for consumption during online days) P.M. Flex Groups: Students will eat lunch at school and then proceed to their flex group.	
	Cohort A Flex Group 1:20-2:00					Cohort B Flex Group 1:20-2:00	

Wednesday
Teacher Planning/Collaboration

Office Hours

Intervention & Support

Deep Cleaning

Do we have a lunch distribution on Wednesdays?

8:30-12:30

Middle School

PHASE 2 - 4x4 Hybrid -Spec Pop									
Monday - Synchronous Learning		Tuesday - Asynchronous Learning		Wednesday - Staff Collaboration		Thursday - In Class Instruction		Friday - In Class Instruction	
Groups A and B Together		Groups A and B Together		No Classes - All Students		Group A		Group B	
Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50	Collaboration/ Lesson Preparation	8:00 - 3:00	Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50
Period 1	9:00 - 10:05	Period 1	9:00 - 10:05			Period 1	9:00 - 10:05	Period 1	9:00 - 10:05
Period 2	10:11 - 11:16	Period 2	10:11 - 11:16			Period 2	10:11 - 11:16	Period 2	10:11 - 11:16
Lunch	11:16 - 11:51	Lunch	11:16 - 11:51			Lunch	11:16 - 11:51	Lunch	11:16 - 11:51
Period 3	11:56 - 1:01	Period 3	11:56 - 1:01			Period 3	11:56 - 1:01	Period 3	11:56 - 1:01
Period 4	1:06 - 2:11	Period 4	1:06 - 2:11			Period 4	1:06 - 2:11	Period 4	1:06 - 2:11
Flex Time	2:20 - 3:00	Flex Time	2:20 - 3:00			Flex Time	2:20 - 3:00	Flex Time	2:20 - 3:00
Teachers deliver lessons and facilitate class activities		Teachers available to provide support during class time		All Students - Asynchronous Learning at home		Group B - Asynchronous Learning at home		Group A - Asynchronous Learning at home	

In Phase 2 of 4X4 Hybrid, students will be on campus 1 per week and the other 4 remotely

Students will be assigned to a Group (A or B)

Students will attend in class instruction once per week either on Thursday (A) or Friday (B)

Students/teachers can use Flex time for additional support

Students will participate in Synchronous learning (live) for both groups on Mondays

Students will participate in Asynchronous learning on Wednesday - no scheduled classes

High School

PHASE 2 - 3x3 Hybrid (Prioritization of EL/SPED/Foster Youth/Homeless)									
Monday - Synchronous Learning		Tuesday - Asynchronous Learning		Wednesday - Staff Collaboration		Thursday - In Class Instruction		Friday - In Class Instruction	
Groups A and B Together		Groups A and B Together		No Classes - All Students		Group A		Group B	
Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50	Collaboration/ Lesson Preparation	8:00 - 3:00	Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50
Period 1	9:00 - 10:28	Period 1	9:00 - 10:28			Period 1	9:00 - 10:28	Period 1	9:00 - 10:28
Period 2	10:34 - 12:02	Period 2	10:34 - 12:02			Period 2	10:34 - 12:02	Period 2	10:34 - 12:02
Break	12:02 - 12:37	Break	12:02 - 12:37			Lunch	12:02 - 12:37	Lunch	12:02 - 12:37
Period 3	12:42 - 2:10	Period 3	12:42 - 2:10			Period 3	12:42 - 2:10	Period 3	12:42 - 2:10
Flex Time	2:15 - 3:00	Flex Time	2:15 - 3:00			Flex Time	2:15 - 3:00	Flex Time	2:15 - 3:00
Teachers deliver lessons and facilitate class activities		Teachers available to provide support during class time		All Students - Asynchronous Learning at home		Group B - Asynchronous Learning at home		Group A - Asynchronous Learning at home	
In Phase 2 of 3X3 Hybrid, students will be on campus 1 per week and the other 4 remotely.									
Students will be assigned to a Group (A or B)									
Students will attend in class instruction once per week either on Thursday (A) or Friday (B)									
Students/teachers can use Flex time for additional support									
Students will participate in Synchronous learning (live) for both groups on Mondays									
Students will participate in Asynchronous learning on Wednesday - no scheduled classes									

Phase 3: Hybrid All Students:

Elementary:

Same as above schedule except two cohorts of students are determined one cohort attending in person Monday &Tuesday and the second cohort attending Thursday & Friday

Middle School/High School:

PHASE 3 - 3x3 On-Campus Only (Cohorts A/B)									
Monday - In Class Instruction		Tuesday - In Class Instruction		Wednesday - Staff Collaboration		Thursday - In Class Instruction		Friday - In Class Instruction	
Group A		Group B		No Classes - All Students		Group A		Group B	
Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50	Collaboration/ Lesson Preparation	8:00 - 3:00	Flex Time	8:10 - 8:50	Flex Time	8:10 - 8:50
Period 1	9:00 - 10:28	Period 1	9:00 - 10:28			Period 1	9:00 - 10:28	Period 1	9:00 - 10:28
Period 2	10:34 - 12:02	Period 2	10:34 - 12:02			Period 2	10:34 - 12:02	Period 2	10:34 - 12:02
Lunch	12:02 - 12:37	Lunch	12:02 - 12:37			Lunch	12:02 - 12:37	Lunch	12:02 - 12:37
Period 3	12:42 - 2:10	Period 3	12:42 - 2:10			Period 3	12:42 - 2:10	Period 3	12:42 - 2:10
Flex Time	2:15 - 3:00	Flex Time	2:15 - 3:00			Flex Time	2:15 - 3:00	Flex Time	2:15 - 3:00
Group B - Asynchronous Learning at home		Group A - Asynchronous Learning at home		All Students - Asynchronous Learning at home		Group B - Asynchronous Learning at home		Group A - Asynchronous Learning at home	
In Phase 3 of 3X3 Hybrid, students will be on campus 2 times per week and 3 times a week remotely.									
Students will be assigned to a Group (A or B)									
Students will attend in class instruction twice per week either on Monday/Thursday (A) or Tuesday/Friday (B)									
Students/teachers can use Flex time for additional support									
Students will participate in Asynchronous learning on Wednesday - no scheduled classes									

SSFUSD 2020 Distance Learning PD OFFERINGS

*Click on the link in the "redirect notice" to open the zoom meeting
***Sessions in red** are presented by the curriculum trainers, **sessions in black** are SSF teacher created professional development
*Schedule Subject to Change

On Monday, August 10th, **teachers will be paid at their hourly rate** for all PD they attend. To get compensated for your time, please fill out a **brief feedback form** after each learning opportunity and submit a timecard to your site leader. For the sessions that are facilitated by **external providers, which are in red**, you will need to fill out and submit the feedback form underneath the registration link as well as **submit an electronic time card** to your site leader.

Quick Links

- **Monday, August 10th :** AM Sessions - PM Sessions
- **Tuesday, August 11th:** AM Sessions - PM Sessions
- **Wednesday, August 12th:** AM Sessions - PM Sessions
- **Thursday, August 13th:** AM Sessions - PM Sessions
- **Friday, August 14th:** AM Sessions - PM Sessions

Past Sessions: Week 1: August 3rd - August 7th

Week 2: August 10th - August 14th		
Time	**Monday, Aug 10th**	**Resource Links**
8:00 AM- 9:30 AM	**California Wonders Program and Technology Overview - (Grade TK)** This is a Wonders TK Overview session. We will be covering how to navigate the teachers and students resources in print and digital format.	Register here
8:00 AM – 9:30 AM	***California Wonders* Program and Technology Overview - (Grades 2-3)** This is a Wonders 2/3 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here

9 AM - 12 PM	**STEMscope Science Curriculum Pilot Training -** (Science Grades 9-12) Become familiar with the STEMscopes pedagogy and platform to prepare you for your curriculum pilot in "The Living Earth" and "Physics of the Universe" courses.	Email Liz Beans (lbeans@ssfusd) if you want to join.
10:30am - 11:30am	**Screencastify (6-12)*** Participants will receive an overview of Screencastify and learn ways to use this tool for distance learning. Presenter: Seng Hua - Alta Loma MS (shua@ssfusd.org) Facilitator: Jennifer Rosse - K-8 Science TOSA (jrosse@ssfusd.org) **Presenter is a secondary teacher and ideas for integration may be secondary focused, but all grades are welcome to join in and learn!*	Slidedeck Zoom Meeting Link Meeting ID: 940 0811 7933 Passcode: L5S9Ym Recording of the webinar is here
10:30 AM – 12:00 PM	***California Wonders* Program and Technology Overview - (Grades K-1)** This is a Wonders K/1 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here External Providers Feedback Form
10:30 AM – 12:00 PM	***California Wonders* Program and Technology Overview - *(Grades 4-6)*** This is a Wonders 4-6 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here External Providers Feedback Form
11:00 - 12:30pm	**Intro to Google Sites** Participants will receive a basic overview to creating a Google Site. Participants will also spend time creating a landing page for their classroom. Presenter: Genevieve Chan (gchan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 838 7779 8121 Passcode: ssfusd
Aug, 10th - PM Sessions		
12:30 PM – 2:00 PM	***California Wonders* Technology Deep Dive - *(Grades K-2)*** This is a Deep dive into the Wonders Digital Platform. We will be covering how to navigate the Teachers and students resources.	Register here External Providers Feedback Form
1:30 - 2:30	**SSFUSD Portal Single Sign On (K-12) REPEAT SESSION** Basic overview of the SSFUSD Portal Single Sign On. Participants will learn how to navigate the Portal, access curriculum through the Portal, add your own tiles and links, and push out tiles to student portals. Presenters: Genevieve Chan (gchan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 845 0055 2765 Passcode: ssfusd
2:00 PM- 3:00 PM	**New Teacher Orientation- District Tech Training**	Zoom Link

	Teachers **new to SSFUSD** will learn and explore our district's tech tools, such as the SSFUSD Portal, Employee Webmail, Infinite Campus and more. This training will start off with a brief synchronous introduction followed by time for teachers to explore on their own. Presenter: Lottie Kuwada (lkuwada@ssfusd.org) Facilitator: Katie Duggan (kduggan@ssfusd.org)	Technology Overview Presentation Technology Overview Slidedeck Note taking Guide
3:00 PM – 4:30 PM	***California Wonders* Technology Deep Dive - *(Grades 3-6)*** This is a Deep dive into the Wonders Digital Platform. We will be covering how to navigate the Teachers and students resources.	Register here External Provid ers Feedback Form
3:00 PM-5:00 PM	**SEIS Orientation for All New Special Education Hires from SELPA** *(SEIS refresher for all special education teachers, service providers, school psychologist will be scheduled in September) Presenter: Karen Breslow, SELPA Facilitator: Liza Melkonian (Lmelkonian@ssfusd.org)	Zoom Link Meeting ID: 836 6237 7397 Passcode: t86uKY

Time	Tuesday, Aug 11th - AM Synchronous Sessions	Resource Links
Pre-recorded webinars	**K-12 Online Teaching Academy - Connie L. Lurie College of Education Recorded Webinars** **https://www.sjsu.edu/education/academics/fli/k12-academy**	K-12 Online Teaching Academy | Connie L. Lurie College of Education
6:00am - 7:00am	**Nearpod: Transform Student Engagement with Nearpod** Explore real lessons and take a closer look at the interactive features and media content from both the teacher and student view. Explore how real time feedback helps evaluate the learning and make immediate adjustments to drive the best teaching for any scenario for Back To School.	Register here External Providers Feedback Form
8:30am-9:45am	**SSFUSD Virtual Welcome Back - 2020** If you have any questions about how to participate in this event, please feel free to email ncantley@ssfusd.org *NOTE: For staff that are attending before your scheduled start date, please register to attend the meeting so that we can attribute your meeting attendance to your timecard.*	Live Stream on YouTube (active when event is live) Zoom Webinar Registration

Aug 11th -PM Synchronous Sessions		
12:00pm - 1:00pm	**Nearpod for Beginners** Are you feeling overwhelmed with where to begin with Nearpod for Back To School? This workshop will help you get started. Learn how to navigate the Nearpod platform with lots of time to practice and ask questions. Prerequisite: If you do not have a Nearpod account, please sign-up for a free account:	Register here External Providers Feedback Form
1:00 pm - 3:00 pm	**San Mateo County CA Career Zone Training Session (CTE only)** The San Mateo County California CareerZone is our county's analog to the State's California CareerZone system. Our site is specially configured to present local opportunities to CTE students throughout San Mateo County, including internships, field trip opportunities, school presentation opportunities, mentorships and more. During this virtual (Zoom) training you will learn the basics of the SMC California CareerZone from the student experience while on the website, and what faculty will be able to do as a "Local Opportunities Manager". We will discuss strategies for rolling out the site, as well as answer questions about how to perform various tasks such as creating surveys, lessons and applications, and manage student work.	Register on flyer Flyer
1:30 - 3:30pm	**SB 98 - SPED Only** Learn how SB 98 applies to your work. Know how to complete the letters that need to go home to all families, how to document your students IDLP at your next IEP meeting, and understanding how assessments will take place while in school closure.	Zoom Meeting link
1:30 - 3:00 pm	**Zoom Basics for Distance Learning (TK-12) (Repeat Session)** Explore the zoom web conferencing platform and learn basic functions: setting up a meeting, using the whiteboard function, and using breakout rooms. You will also have the opportunity to get some hands-on practice as the "host" of the meeting. Presenter: Marilyn Chan (mchan@ssfusd.org) Facilitator: jwbrockmeyer@ssfusd.org	Slidedeck Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd
1:30 - 3:00pm	**SeeSaw Part 2 (TK-2)** This training will go over creating different kinds of activities in Seesaw. We will also spend some time discussing tips to keep you and your students organized. Please make sure you know how to login to Seesaw before the training. To watch Seesaw Part 1, please click here.	Watch Seesaw Part 1 Slidedeck Recording of Seesaw Part 2 (session from 8/11)

	Presenters: Rebecca Fox (rfox@ssfusd.org) & Andrea Kasler (akasler@ssfusd.org) Facilitator: Jennifer Rosse (jrosse@ssfusd.org) & Marianne Hew (mhew@ssfusd.org)	Zoom Meeting Link Meeting ID: 969 0236 0630 Passcode: 2jgXt2
1:30 - 2:30 pm	**K-5 Intro to math priority standards (REPEAT SESSION)** Understand and preview navigation of the K-5 Math Scope to provide equitable instruction for all students through teaching grade level standards and mathematical practices. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
1:30 - 3:30 pm	**High School Biology Pilot Preparation and Collaboration** Join fellow biology teachers to prepare for our STEMscopes curriculum pilot. In this session we will decide on our plan for assessing student learning over the course of the pilot, and collaboratively create a learning aligned to the first scope. Facilitator: Liz Beans (lbeans@ssfusd.org)	Zoom link Meeting ID: 912 8776 1899 Passcode: BioRocks
2:30 - 3:30	**Google Classroom Setup** Participants should watch the Intro to Google Classroom webinar before attending this session. This will be a work time to setup Google Classroom with support and space to ask questions. Facilitator: Genevieve Chan (gchan@ssfusd.org)	Google Classroom Webinar Zoom Link Meeting ID: 890 5052 1317 Passcode: ssfusd
2:30-3:30pm	**Middle School Standards for Mathematical Practices with Nearpod CREATION** Experience a Mathematical Practice Standard using Nearpod and learn how to make one. There will be a follow up PD to "teach" your creations in a small group, **Middle School Standards for Mathematical Practices with Nearpod DELIVERY (10am on 8/13)**. All subjects/grade levels welcome. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
Asynchronous Professional Learning Opportunities		

*****Note: Working on scheduling SPIRE, UNIQUE and Goalbook SPED training possibly Aug 11,12,13 -1:30-3:30---TBD*****

Time	Wednesday, Aug 12th AM Synchronous Sessions	Resource Links
8:30-9:30	**Modern Teacher- Elementary**	Zoom Link Modern teacher Presentation

8:30 - 9:30	**Using Google Jamboard to Promote Engagement and Collaboration (6th - 12th)** This session will introduce participants to Jamboards (an interactive whiteboard that is part of the Google suite) and will provide some ideas on how to use them to get students invested in their classroom community and the content they are learning. Presenter: Liz Beans (lbeans@ssfusd.org) Facilitator: Kelly August Duncan (kduncan@ssfusd.org)	Zoom Link Meeting ID: 993 6751 8748 Passcode: LetsJam!
9:30-10:30	**Modern Teacher - Secondary**	Zoom Link Modern teacher Presentation
9:30 - 10:30	**RAZ Kids (K-5)** An introduction to Raz Kids, an online reading program. We will look at how to manage students, assign reading, access lessons and how to review student work. Presenter: Luann Daniel-Libman (ldaniel@ssfusd.org) Facilitator: Jennifer Rosse (jrosse@ssfusd.org)	Zoom Link Meeting ID: 928 1559 6708 Passcode: 42Q1bb Slide Deck
10:30 - 11:30	**Getting Started with Zoom Meetings** Ready to start using Zoom, but need some help? Drop-in for our daily (Mon-Fri) quick starts! A Zoom expert will take you through a 45-minute high-level tour of Zoom and cover the basics to get you up and running. It's as simple as logging in, scheduling a meeting, and finding the controls. Start Zooming today! Stick around to get all your burning questions answered through live Q&A!	Zoom Link External Providers Feedback Form
10:30 - 12:30	**High School Chemistry and Earth Science Collaboration** Connect with fellow chemistry and earth science teachers to identify priority standards for each course. Teams will work in zoom breakout rooms to focus on what you are teaching in the fall. Facilitator: Liz Beans (lbeans@ssfusd.org)	Zoom Link Meeting ID: 952 9782 1968 Passcode: ChemRocks!
11:00 - 12:30	**Synchronous Teaching Strategies Utilizing Zoom and Google Classroom (6th-12th)** Participate in various synchronous learning activities over Zoom utilizing Google Classroom as well as other online applications. The focus will be on lesson design and the application of technology to your content area. The goals of the session are to increase your comfort level utilizing Zoom, identify best practices of synchronous teaching, give you ideas on how to foster collaboration, and help you promote engagement with your subject matter. Presenter: Rhonda Clements (rclements@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Register Google Classroom Code: 5jyyy4c Please join the class before the session and have the hyperdoc open. Go Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd

11:00 am-12:00	**Elementary Standards for Mathematical Practices with Nearpod CREATION** Experience a Mathematical Practice Standard using Nearpod and learn how to make one. There will be a follow up PD to "teach" your creations in a small group, **Elementary Standards for Mathematical Practices with Nearpod DELIVERY (11:30am on 8/13)**. All subjects/grade levels welcome. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
11:00 - 12:30pm	**Intro to Google Docs & Google Slides / Creating a Landing Page (TK-12)** Participants will receive a basic overview to using Google Docs and Google Slides. Participants will also spend time creating a landing page for their classroom. Presenter: Genevieve Chan (gchan@ssfusd.org) Facilitator: Jennifer Rosse (jrosse@ssfusd.org)	Slidedeck Zoom link Meeting ID: 864 3755 3976 Passcode: ssfusd
11:00-12:30	**Designing a Basic Weekly Learning Plan (3-12)** Learn how to package lessons into a weekly learning plan document that can be posted to your LMS and/or Landing Page. The session will include templates and work time so that teachers can get real time feedback and have questions about their documents addressed during the session. Presenter: Kelly August Duncan (kduncan@ssfusd.org) Facilitator: Jason Brockmeyer (jwbrockmeyer@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 774 808 2147 Passcode: lumos
11:30 - 12:30	**Zoom Meetings for Education (Students & Educators)** Spend 45 minutes discovering the power of virtual teaching and learning in the Zoom classroom. We will show you the steps and best practices from two points of view: student (downloading the app then joining and participating in the class), and teacher (scheduling, joining, hosting, and in-meeting tools) before wrapping up with live Q&A.	Register here External Providers Feedback Form
Aug 12th - PM Synchronous Sessions		
1:30-2:30 PM	**Middle School Priority Math Standards** Understand and navigate the 6-8 Math Scope to provide equitable instruction for all students through teaching grade level standards and mathematical practices. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc

1:30-3:30pm	**Building Relationships and Creating Community in the Distance Learning Classroom (TK-12)** Learn more about building relationships and creating community as we start this year in Distance Learning. Presenters: Katie Duggan (kduggan@ssfusd.org) and Jennifer Rosse (jrosse@ssfusd.org)	Zoom Link Slidedeck Meeting ID: 999 4409 5588 Passcode: L2rKi2
1:30 - 3:30 pm	**High School Physics, Anatomy and Physiology, and Biotechnology Collaboration** Connect with fellow science teachers to identify priority standards for each course. Teams will work in zoom breakout rooms to focus on what you are teaching in the fall. Facilitator: Liz Beans (lbeans@ssfusd.org)	Zoom Link Meeting ID: 925 4196 0674 Passcode: vJj8Ph
1:30-3:00	**Intermediate/Advanced Weekly Learning Plan Design (3-12)** Learn how to package your differentiated distance learning week into a HyperDoc with links, videos, and other media. The session will include templates and work time so that teachers can get real time feedback and have questions about their documents addressed during the session. Presenter: Kelly August Duncan (kduncan@ssfusd.org) Facilitator: Jason Brockmeyer (jwbrockmeyer@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 774 808 2147 Passcode: lumos
2:00 - 3:00 PM	**English 3D and ELD - Teacher Central Digital Overview and Long Term English Learners (Grades 4-12)** Learn about the digital and printed resources in English 3D to engage At - Promise students and Long-Term English learners (LTELs) Presenters: Sheila Navarro (snavarro@ssfusd.org) and Kimberly Moss (kmoss@ssfusd.org facilitator: Karla Groth (kgroth@ssfusd.org)	Zoom link Meeting ID: 841 0173 3198 Passcode: 0nH1FW Padlet link
2:00 - 3:00 PM	**StudySync's Remote Learning Webinar (ELA 6th-11th)** In this webinar, you'll learn how to leverage StudySync in a remote learning setting with tips and strategies for student engagement both offline and online. Presenter: Lynn Fox, StudySync implementation team Facilitator: Marilyn Chan (mchan@ssfusd.org)	Register Here StudySync Quick Reference Guide External Providers Feedback Form
2:30-3:30 PM	**High School Standards for Mathematical Practices with Nearpod CREATION** Experience a Mathematical Practice Standard using Nearpod and learn how to make one. There will be a follow up PD to "teach" your creations in a small group, **High School Standards for Mathematical Practices with Nearpod DELIVERY (3:00pm on 8/13)**. All subjects/grade levels welcome. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc

4:00 - 5:00 PM	**Getting Started with Flipgrid** Flipgrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display.	Register Here External Providers Feedback Form
Asynchronous Professional Learning Opportunities		

Time	Thursday, Aug 13th	Resource Links
9:00-10:00am	**Math Teacher Landing page/Collaboration** Collaborate with your grade level members across the district. Facilitators: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
9:00 -10:00 am	**StudySync Integrated & Designated ELD Webinar (secondary)** Make learning more accessible for your English learner students with robust scaffolded support and differentiated instruction. Take a deeper dive into the automatic and targeted scaffolds, differentiated paths, and included resources for English learners that can be used in conjunction with the Core ELA program. Presenter: Art Hsieh, StudySync implementation team Facilitator: Lynn Fox, StudySync implementation team For more information please contact Sheila Navarro (snavarro@ssfusd.k12.org)	Register here Padlet External Providers Feedback Form
9:00-10:30am	**Middle School Science Collaboration** Collaborate with your grade level members across the district with a focus on curriculum planning for Distance Learning and the launch of the year. Facilitators: Liz Beans (lbeans@ssfusd.org) and Jennifer Rosse (jrosse@ssfusd.org)	Zoom Link Meeting ID: 938 7965 4513 Passcode: 2zXh9A
9:00-10:30	**Designing a Basic Weekly Learning Plan (3-12) REPEAT SESSION** Learn how to package lessons into a weekly learning plan document that can be posted to your LMS and/or Landing Page. The session will include templates and work time so that teachers can get real time feedback and have questions about their documents addressed during the session. Presenter: Kelly Duncan (kduncan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 774 808 2147 Passcode: lumos

9:00 - 10:00	**IXL: Best Practices for Hybrid Models** Maximize instructional time by implementing best practices for using IXL in a hybrid learning model.	Register Here External Providers Feedback Form
9:30am - 10:30am	**Strategies to support English learners through Distance Learning** In this webinar participants will learn easy strategies for engaging, building community, and assessing their English learners. As we begin the school year, it is very important for us to build rapport and to engage all of our learners, but it is essential that we do so with our English learners. Presenters: Kim Moss (kmoss@ssfusd.org) and SeaAnna Patrick (spatrick@ssfusd.org) Facilitator: Nahal Asgari (nasgari@ssfusd.org)	Slide Deck Zoom Link Meeting ID: 881 5092 7191 Passcode: supportELs Feedback link. https://docs.google.com/forms/d/e/1FAIpQLScbM9b8fslCxctuVc11iZvXU-xXzUgKew_I2LtXHx4GQWbOvA/viewform Please know the session has reached capacity. We will post the recording on the asynchronous offerings for viewing later today.
10:00 AM - 11:00 AM	**Wonders Overview (K-5)** We will be covering how to navigate teacher and student resources in the digital platform. Participants will leave with an understanding on how to get started with distance learning using ConnectEd in the Wonders Curriculum online. Presenters: Genevieve Chan (gchan@ssfusd.org), Sheila Navarro (snavarro@ssfusd.org,) Shali Tapia (stapia@ssfusd.org)	Zoom link Meeting ID: 860 2977 7479 Passcode: ssfusd
10:00am -11:00 AM	**Middle School Standards for Mathematical Practices DELIVERY with Nearpod** Follow up PD from Nearpod CREATION. You will practice "teaching" your Nearpod in small groups in break out rooms. Facilitators: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
10:30-11:30am	**Edpuzzle Overview** Learn the basics of using edpuzzle to increase student engagement with Digital Learning Presenter: Catrina Ellis (cellis@ssfusd.org) Facilitator: Jennifer Rosse (jrosse@ssfusd.org)	Google Meet Link Slide Deck

10:30am - 11:30am	**Digital Storytelling: Engage Students and Build Community** In this webinar we'll explore the potential of digital storytelling in virtual classrooms. Come learn how digital storytelling blends video, audio, images, and text to communicate stories, information, and ideas. Help all students (especially ELs) hone their 21st century literacy skills. Open to all content area teachers, and especially great for grades 6-12. Presenter: Laura Caprio (lcaprio@ssfusd.org) Facilitator: Andrea Welch (awelch@ssfusd.org)	Zoom link Meeting ID: 982 8007 4882 Passcode: v3q2Tn Feedback link: http://bit.ly/ssfusdwebinars Slidedeck
10:30am - 11:30am	**Getting Started with Zoom Meetings** Ready to start using Zoom, but need some help? Drop-in for our daily (Mon-Fri) quick starts! A Zoom expert will take you through a 45-minute high-level tour of Zoom and cover the basics to get you up and running. It's as simple as logging in, scheduling a meeting, and finding the controls. Start Zooming today! Stick around to get all your burning questions answered through live Q&A!	Zoom Link External Providers Feedback Form
11:30 - 12:30	**Secondary ELA Collaboration (6th-12th Grade)** Collaborate with your grade level members across the district to discuss standards, curriculum and best practices for distance learning. Outcomes include reviewing the district priority standards and providing support in classroom landing pages and Google Classroom. You will be assigned to break out rooms based on grade level. Facilitator: Marilyn Chan (mchan@ssfusd.org)	Nearpod Presentation Nearpod Code: ODMXH Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd Slidedeck
11:30 am - 12:30 pm	**Using Google Jamboard to Promote Engagement and Collaboration (K-12)** This session will introduce participants to Jamboards (an interactive whiteboard that is part of the Google suite) and will provide some ideas on how to use them to get students invested in their classroom community and the content they are learning. Presenter: Liz Beans (lbeans@ssfusd.org) Facilitator: Jennifer Rosse (jrosse@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 956 6618 1699 Passcode: LetsJam!
11:30 AM-12:30	**Elementary School Standards for Mathematical Practices DELIVERY with Nearpod** Follow up PD from Nearpod CREATION. You will practice "teaching" your Nearpod in small groups in break out rooms. Facilitators: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc

11:30-12:30	**Distant Learning Strategies for Educators: Building an engaging online connection with your students - Common Sense Education Live Session** With an ever-changing distant learning landscape, educators could use some guidance to support their student's online. Join Common Sense as we will explore three practical tips educators need to know to effectively build a distance learning community. From tech tools to use to effective online communication strategies, you will leave with the confidence to bridge the development needs of your students and engage their wandering minds. Presenter: Jamie Nunez (jnunez@commonsense.org) Facilitator: Genevieve Chan (gchan@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 864 6602 8888 Passcode: ssfusd
Aug 13th - PM Sessions		
1:00pm - 2:00 pm	**Supporting English Learners with Nearpod** Provide your EL students with rigorous, engaging, standards aligned, academic content. We will share best instructional strategies and demonstrate interactive, digital features focused on developing and supporting reading, writing, speaking and listening skills for EL students of all ages and grade-levels. **Prerequisite:** -Have a Nearpod Account: Sign Up for Free here. -Basic Understanding of the Nearpod Platform and Interactive Features -Familiarity with Creating and Editing Lessons	Register here
1:30 PM- 2:30 PM	**Wonders Integrated and Designated ELD and EL Digital Resources (K-5)** This is a Wonders K-5 ELD Overview session. We will be covering how to navigate teacher and student resources in the digital platform. Participants will leave with an understanding of how to get started with distance learning using ConnectEd in Wonders ELD Curriculum online. Presenters: Shali Tapia (stapia@ssfusd.org) and Sheila Navarro (snavarro@ssfusd.org,) Facilitator: Kimberly Moss (kmoss@ssfusd.org)	Zoom link Meeting ID: 833 4448 4242 Passcode: vVi4jF
1:30-2:30 PM	**High School Priority Math Standards** Understand and preview navigation of the High School Math Scope to provide equitable instruction for all students through teaching grade level standards and mathematical practices. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
1:30 - 2:30 PM	**Digital Resources for Remote Learning- EVERFI (9-12)** Supplement existing curriculum with engaging, standards aligned digital EVERFI lessons. Students have access to self-paced lessons to practice real-life skills	Zoom link

	through interactive scenarios. Content areas covered: Financial Literacy, College and Career Readiness, Health, and Social-Emotional Learning. Presenter: Kathleen Rodriguez (krodriguez@everfi.com) Facilitator: Dianna Ariani (dariani@ssfusd.org)	Meeting ID: 881 0930 6325 Passcode: 322179
1:30 - 2:30pm	**Setting Norms for Online Engagement - Common Sense Education Live Session** While online environments can be great for connecting students to an array of learning opportunities, there is often very little work done to create and foster boundaries. But just like the physical classroom, key norms and social agreements need to be put into place to conduct a successful online experience. Join Common Sense Education as we explore engaging ways educators can set online norms for their students. Presenter: Jamie Nunez (jnunez@commonsense.org) Facilitator: Genevieve Chan (gchan@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 892 6216 7757 Passcode: ssfusd
1:30 - 2:30 PM	**Maximizing Student Engagement by Facilitating Collaborative Groups (6th-12th)** Learn how to leverage technology to engage students in collaborative activities. Topics include online academic discussions, digital citizenship, and small group work. Presenter(s): Morgan Kessell (mkessell@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd
1:30-3:00	**Intermediate/Advanced Weekly Learning Plan Design (3-12) REPEAT SESSION** Learn how to package your differentiated distance learning week into a HyperDoc with links, videos, and other media. The session will include templates and work time so that teachers can get real time feedback and have questions about their documents addressed during the session. Presenter: Kelly August Duncan (kduncan@ssfusd.org) Facilitator: Jason Brockmeyer (Jwbrockmeyer@ssfusd.org)	Slidedeck Zoom Link Meeting ID: 774 808 2147 Passcode: lumos
1:30 - 3:30	**TK & Kinder Collaboration** Meeting time for TK and Kinder teachers to discuss platforms, collaborate over scheduling, plan the first few weeks of teaching, and more! Facilitator: Melanie Bingham (mbingham@ssfusd.org)	Zoom Link

2:30-3:30 PM	**High School Standards for Mathematical Practices DELIVERY with Nearpod** Follow up PD from Nearpod CREATION. You will practice "teaching" your Nearpod in small groups in break out rooms. Facilitators: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom link Meeting ID: 843 2994 0937 Passcode: 6uDqQc
2:30 - 3:30pm	**Elementary Collaboration (all grades welcome!)** Collaborate in breakout rooms with your grade level/department as you create content, discuss strategies and plan for the first days of school. Our goal is that you will finish your landing page and LMS requirements in this session, if you haven't already! All grades are welcome to join! Please rename yourself to include what grade you'd like to collaborate with so we can quickly assign you to breakout rooms! Facilitators: Jennifer Rosse (jrosse@ssfusd.org) & Genevieve Chan (gchan@ssfusd.org)	Zoom Link Meeting ID: 847 1928 5791 Passcode: 559485
Asynchronous Professional Learning Opportunities		

Time	Friday, Aug 14th	Resource Links
10:30 - 12:30 1:30 - 2:30	**Drop in Office Hours (TK-12)** If you have any questions as you set up your virtual classrooms, complete your landing pages and plan for the first week(s) of school, drop by our open office hours to speak with a TOSA and receive support for any of your questions! No appointment needed, just click on the Zoom link during our open hours! Jennifer Rosse (jrosse@ssfusd.org) Marilyn Chan (mchan@ssfusd.org) Karie Mullassery (kmullassery@ssfusd.org) Phuong Nguyen (pnguyen@ssfusd.org) Genevieve Chan (gchan@ssfusd.org) Liza Melkonian (Lmelkonian@ssfusd.org) (650)877-8848 x5619 Nahal Asgari (nasgari@ssfusd.org) Andrea Welch (awelch@ssfusd.org) Kim Moss (kmoss@ssfusd.org) Laura Caprio (lcaprio@ssfusd.org)	Zoom Link Meeting ID: 814 0980 4552 Passcode: yayTOSAs

12:00pm - 1:00pm	**Nearpod: Transform Student Engagement with Nearpod** Explore real lessons and take a closer look at the interactive features and media content from both the teacher and student view. Explore how real time feedback helps evaluate the learning and make immediate adjustments to drive the best teaching for any scenario for Back To School.	Register here
9:00 - 10:00 am	**California IMPACT -** Program and Technology Overview (Social Studies Grades 6-8)	Register Here
9:00 - 10:00 am	**California IMPACT -** Program and Technology Overview (Social Studies Grades 9-12)	Register Here
Aug 14th - PM Sessions		
12:00 - 1:00 pm	**California IMPACT -** Technology Deep Dive (Social Studies Grades 6 - 8)	Register Here
12:00 - 1:00 pm	**California IMPACT -** Technology Deep Dive (Social Studies Grades 9-12)	Register Here

Time	Monday, Aug 17th	Resource Links

Past Sessions

Between August 3rd and August 7th, teachers will be compensated at the PD rate for attending any district hosted sessions, which are in BLACK. Sessions in RED are facilitated by external providers, and teachers WILL NOT be compensated for their time.

Week 1: August 3rd - August 7th		
Time	**Monday, Aug 3rd**	**Registration and Resource Links**
10:00am - 11:30am	**Middle School ELA TLT Collaboration** Facilitator: Marilyn Chan (mchan@ssfusd.org)	Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd
12:00 PM- 1:30 PM	**California Wonders Designated ELD Program and Technology Overview** – (Grades K-6) Overview of instructional pathway, program components and digital resources	Register here
1:00pm - 2:30pm	**High School ELA TLT Collaboration** Facilitator: Marilyn Chan (mchan@ssfusd.org)	Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd
3:00 PM- 4:00 PM	**English 3D and ELD - Teacher Central Digital Overview and Long Term English Learners (Grades 4-12)** Learn about the digital and printed resources in English 3D to engage At - Promise students and Long-Term English learners (LTELs)	Zoom meeting link Meeting ID: 870 2903 5658 PW: 2pJV9d

	Presenters: Sheila Navarro (snavarro@ssfusd.org) and Kimberly Moss (kmoss@ssfusd.org)	

Time	Tuesday, Aug 4th	Resource Links
6:00am - 7:00am	**Nearpod: Transform Student Engagement with Nearpod** Explore real lessons and take a closer look at the interactive features and media content from both the teacher and student view. Explore how real time feedback helps evaluate the learning and make immediate adjustments to drive the best teaching for any scenario for Back To School.	Register here
11:00am - 12:00pm	**Nearpod: plan, create, and edit a Nearpod Lesson** Customize any digital lesson in 3 easy steps to personalize the instruction for your students for Back to School. Bring teaching resources you already have and be prepared to make them come to life with rich media and interactive activities to engage your students.	Register here
11:00am - 12:30pm	**Wonders: Live Training for Back to School 2020** (Grades K-5)	Register here
11:15am - 12:00pm	**SSFUSD Portal Single Sign On (K-12)** Basic overview of the SSFUSD Portal Single Sign On. Participants will learn how to navigate the Portal, access curriculum through the Portal, add your own tiles and links, and push out tiles to student portals. Presenters: Genevieve Chan (gchan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 839 4370 0619 Password: 94080
12:00pm - 1:00pm	**Intro to Google Meet (TK-12)** Participants will receive an overview of Google Meet. Participants will learn how to create a meeting, share their screen, create and use "breakout rooms" and more. Presenters: Genevieve Chan (gchan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Google Meet Link Meeting ID: nfr-xtya-ytg
1:30pm - 2:30pm	**Intro to Google Classroom (TK-12)** Participants will receive an overview of Google Classroom's functions and	Slidedeck

	features. Participants will learn how to customize the classroom, how to add assignments and how Google Classroom integrates with other Google programs (Drive, Calendar, Meet, etc). Immediately following this session will be a hands on work time for participants to setup their Google Classrooms. Presenters: Genevieve Chan (gchan@ssfusd.org) Facilitator: Marilyn Chan (mchan@ssfusd.org)	Zoom Meeting Link Meeting ID: 886 6714 1641 Password: 94080
2:30pm - 3:00pm	**Google Classroom Setup (K-12)** Participants will have hands on time to setup their Google Classroom and ask any questions. This will be an open working time with support available while you work! Facilitator: Genevieve Chan (gchan@ssfusd.org)	Zoom Meeting Link Meeting ID: 886 6714 1641 Password: 94080
3:30pm - 4:30pm	**StudySync Basics for Secondary ELD** Integrated & Designated ELD Differentiation tips and resources, support for English Learners	Register here

Time	Wednesday, Aug 5th	Resource Links
10:00 am-12:30 pm	**Special Education Teachers, Service Providers & School Psychologists New Hire Orientation** Presenter: Liza Melkonian (Lmelkonian@ssfusd.org)	Zoom Meeting Link Meeting ID: 821 9712 2289 PW: t7XWQM
1:00 - 2:30	**Zoom Basics for Distance Learning (TK-12)** Explore the zoom web conferencing platform and learn basic functions: setting up a meeting, using the whiteboard function, and using breakout rooms. You will also have the opportunity to get some hands-on practice as the "host" of the meeting. Presenter: Marilyn Chan (mchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 267 663 7261 PW: ssfusd

Time	Thursday, Aug 6th	Resource Links
6:00am - 7:00am	**Nearpod: plan, create, and edit a Nearpod Lesson** Customize any digital lesson in 3 easy steps to personalize the instruction for your students for Back to School. Bring teaching resources you already have and be prepared to make them come to life with rich media and interactive activities to engage your students.	Register here

11:00am - 12pm	**Nearpod: Supporting Exceptional Learners with Nearpod**	Register Here
11:00 am	**Seesaw: Train the Trainer- Get Families Started on Seesaw** (Grades TK-3)	Register Here
9:00 am - 10:30am	**California IMPACT -** Program and Technology Overview (Grades 6-8)	Register Here
9:00 am - 10:30am	**California IMPACT -** Program and Technology Overview (Grades 9-12)	Register Here
9:30 am-10:30am	**K-5 Intro to math priority standards** Understand and preview navigation of the K-5 Math Scope to provide equitable instruction for all students through teaching grade level standards and mathematical practices. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom Link Meeting ID: 872 2566 4913 Passcode: NVzB2Q
9:45am - 10:45am	**Math Expressions / Think Central (Elementary Math Curriculum) (K-5)** Participants will receive an overview of Math Expressions' online component Think Central. Presenter: Julie Ulmer (julmer@ssfusd.org) Facilitator: Shali Tapia (stapia@ssfusd.org) & Genevieve Chan (gchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 886 8962 8844 Passcode: 94080
11:00 AM- 12:00 PM	**Wonders Designated and Integrated ELD and EL Digital resources (Grades K-5)** Learn about program design, lesson structure, program components and the Wonders digital experience to engage English Learners. Presenters: Sheila Navarro (snavarro@ssfusd.org) and Shali Tapia (stapia@ssfusd.org)	Zoom meeting link Meeting ID: 843 8362 8227 PW: 7REtgr
11:00am - 12:00pm	**Intro to Seesaw (Grade TK-2)** Participants will receive an overview of Seesaw and walk through setting up their Seesaw classrooms. Presenter: Rebecca Fox (rfox@ssfusd.org) Facilitator: Genevieve Chan (gchan@ssfusd.org)	Slidedeck Zoom Meeting Link Meeting ID: 873 7040 7972 Passcode: 94080
12:15pm - 1:15pm	**TK / Kinder / 1st Grade Collaboration Meeting** Jump start the school year by collaborating with colleagues across the district and sharing ideas for distance learning!	Survey Link Slidedeck

	Facilitators: Jennifer Rosse (jrosse@ssfusd.org) & Genevieve Chan (gchan@ssfusd.org)	Zoom Meeting Link Meeting ID: 829 0707 5042 Passcode: 94080
1:30pm - 2:30pm	**Screencastify (K-5)*** Participants will receive an overview of Screencastify and learn ways to use this tool for distance learning. Presenter: Olivia Pogorelskin (opogorelskin@ssfusd.org) Facilitator: Genevieve Chan (gchan@ssfusd.org) **Presenter is an elementary teacher and ideas for integration may be elementary focused, but all grades are welcome to join in and learn!*	Slidedeck Zoom Meeting Link Meeting ID: 856 9141 3989 Passcode: 94080
12:00 pm - 1:30pm	**California IMPACT -** Technology Deep Dive (Grades 6 - 8)	Register Here
12:00 pm - 1:30pm	**California IMPACT -** Technology Deep Dive (Grades 9-12)	Register Here
2:30pm - 3:30 pm	**K-5 Intro to math priority standards** Understand and preview navigation of the K-5 Math Scope to provide equitable instruction for all students through teaching grade level standards and mathematical practices. Presenters: Phuong Nguyen (pnguyen@ssfusd.org) and Karie Mullassery (kmullassery@ssfusd.org)	Zoom Link Meeting ID: 872 2566 4913 Passcode: NVzB2Q
4:00pm - 5:00pm	**Getting Started with RAZ Kids** (Grades K-5) In this live webinar, learn how to: • Navigate Raz-Kids • Explore the student experience • Use the interactive eTools • Set up rosters and create online assignments • Incorporate educator tips and ideas for implementation	Register Here

Time	Friday, Aug 7th	Resource Links
8:00 PM - 9:30 AM	**California Wonders - Program and Technology Overview (Grade TK)** This is a Wonders TK Overview session. We will be covering how to navigate the teachers and students resources in print and digital format.	Register here

8:00 AM – 9:30 AM	**California Wonders - Program and Technology Overview (Grades 2-3)** This is a Wonders 2/3 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here
10:00am - 11:00am	**2nd & 3rd Grade Collaboration Meeting** Jump start the school year by collaborating with colleagues across the district and sharing ideas for distance learning! Facilitators: Jennifer Rosse (jrosse@ssfusd.org) & Genevieve Chan (gchan@ssfusd.org)	Survey Link Zoom Meeting Link Meeting ID: 824 9338 6270 Passcode: 94080
11:15am - 12:15pm	**4th & 5th Grade Collaboration Meeting** Jump start the school year by collaborating with colleagues across the district and sharing ideas for distance learning! Facilitators: Jennifer Rosse (jrosse@ssfusd.org) & Genevieve Chan (gchan@ssfusd.org)	Survey Link Zoom Meeting Link Meeting ID: 896 6567 9298 Passcode: 94080
10:30 AM – 12:00	**California Wonders - Program and Technology Overview (Grades K-1)** This is a Wonders K/1 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here
10:30 AM – 12:00 PM	**California Wonders - Program and Technology Overview (Grades 4-6)** This is a Wonders 4-6 Overview session. We will be covering how to navigate the Teachers and students resources in both in print and digital format.	Register here
12:30 PM – 2:00 PM	**California Wonders - Technology Deep Dive - (Grades K-2)** This is a Deep dive into the Wonders Digital Platform. We will be covering how to navigate the Teachers and students resources.	Register here
3:00 PM – 4:30 PM	**California Wonders - Technology Deep Dive - (Grades 3-6)** This is a Deep dive into the Wonders Digital Platform. We will be covering how to navigate the Teachers and students resources.	Register here
12:00 PM - 1:00 PM	**Nearpod: plan, create, and edit a Nearpod Lesson** Customize any digital lesson in 3 easy steps to personalize the instruction for your students for Back to School. Bring teaching resources you already have and be prepared to make them come to life with rich media and interactive activities to engage your students.	Register here