



# Elementary Sites

# Distance Learning Strengths



- Attendance rates have increased
- Teachers have built a sense of community in classes despite the circumstances
- Alignment between elementary schools
- Built a strong partnership with parents

# Elementary Attendance

## Forest Grove Attendance by Percentage

Absences due to technical issues - 57

Month	2020-21	2019-20	2018-19
August	98.2	97.1	96.2
September	98.2	97.1	96.6
October		96.4	95.3
November		94.5	96.0
December		93.9	95.0

# Elementary Attendance

## Robert Down Attendance by Percentage Absences due to technical issues - 21

Month	2020-21	2019-20	2018-19
August	99.1	98.2	97.2
September	98.8	97.8	96.9
October		97.1	96.3
November		95.5	96.3
December		95.4	95.1

# Elementary Supports & Interventions



- Tier 1 – Teacher Intervention – Make home contact by telephone/email, check on technology, overall status check with family (when absent or missing asynchronous assignments)
- Tier 2 - Office and Tech Staff – Office will call to inquire regarding absences and tech staff responds to tech tickets or reports of technology needs (when we see consecutive absences or hear of technology struggle)
- Tier 3 – Counselor/Administration – Actions include SST meetings and telephone or in person contact (when absences and missing assignments are affecting student progress)

# Counseling Data



- Forest Grove Referrals
  - K-2 – 10
  - 3-5 – 16
- Robert Down Referrals
  - K-2 – 23
  - 3-5 – 17
- Parent Support – Parent coffees and Toolbox training at both schools
- Group Counseling
  - Moving and grooving – students who are new to the schools
  - Caring circle – whole class at both sites
  - Small group counseling – at both sites

# Hybrid Challenges



- School will look completely different than before
- Need accurate staffing data
- Need accurate data from families choosing in person or DL instruction
- Current hybrid plan is unsustainable – the same teacher cannot teach both live and DL on the same day
- Most hybrid plans will call for new class lists resulting in numerous teacher changes
- Ensure all safety procedures are in place
- Solidify our protocols when a student or staff member becomes sick



**PGMS**



# Distance Learning Highlights at PGMS



- Attendance Rates have increased
- Teacher/Staff Collaboration is Robust
  - Student Concerns
  - Sharing Best Practice
- Strong communication between students/families and teachers/staff
- We'll be better for this experience

# Current Attendance Rate: PGMS



Month	2020-21	2019-20	2018-19
August	99.6	98.0	96.9
September	99.2	97.0	96.5
October		97.1	96.6
November		94.7	96.6
December		95.5	95.3

# Current Supports and Interventions



- Three Level Response to Intervention model
- Student Support Request Process
- Level 2 support enhanced
- Response Teams include: SEL, MIA, Technology
- Teacher/Instructional Assistant Office Hours (90 minutes weekly)
- Support Classes (Offered Online)
  - Learning Center (lep/504)
  - Read 180/Math 180
  - Math Support class (6-8)
  - Transitional ELA

# Counseling Outreach/Intervention



- *New to the Peninsula* Group (4 additional drop-in groups-Movin and Groovin)
- Lunch Clubs to fulfill student interests
- Character Strong
- PGMS Parent/Student Survey
- Student Support Request system to proactively meet student needs
- Coffee with the Counselors
- Individual Student and Parent Counseling

# Challenges: Going Hybrid



- Need for Accurate Staffing levels
- Instructional Loss
- Less Synchronous Learning
  - Current model: 160 minutes synchronous
  - Proposed Models: Pod-120 m Synch  
Content-80 m Synch
- Possible re-rostering of students
- Teacher Live/DL concurrent instruction unattainable
- Need Family data
- Check-in procedures and lunch protocols



# **PGHS & PGCHS DISTANCE LEARNING**



# PGHS & PGCHS HIGHLIGHTS

## PGHS

- Transfer students are doing well academically
- Bell schedule increased student check-ins
- Teacher Office Hours
- Less classes to focus on
- Clubs
- Advisory/Homeroom Mondays
- Attendance
- Students with wifi hotspots have improved or maintained their class ranking

## PGCHS

- Wednesday Career Panels
- Tech orientation prior to school starting
- Increased class participation
- One-on-one tutoring and teacher check-ins positive results
- Fewer distractions, students seemed more relaxed and open to help and guidance



# ATTENDANCE (Aug. - Sept.)

<b>PGHS 2020.21</b>	<b>PGHS 2019.20</b>	<b>PGHS 2018.19</b>
99%	97%	96%
<b>PGHS 2020.21 TECH ABS</b>		<b>PGCHS 2020.21 TECH ABS</b>
43 STUDENTS		3 STUDENTS
<b>PGCHS 2020.21</b>	<b>PGCHS 2019.20</b>	<b>PGCHS 2018.19</b>
88%	72%	84%





# RESPONSE TO INTERVENTION (RTI)

**PGHS Tier 1** - Home contacts related to attendance and academics, Grade book updated every eight days, Teacher office hours (voluntary), Freshman Academy, Counseling Google Classroom

**PGCHS Tier 1** - Teacher one-to-one meetings, Teacher office hours, Counseling Google Classroom

**PGHS Tier 2** - Support Classes = Academic Intervention, Study Hall (Second Quarter), Academic Support (SPED), Math Tutoring, ELD Support Period, ELD Support, Tech Support, Teacher office hours (required), Academic counseling, Chronic absenteeism meetings with administration, Student Study Team

**PGCHS Tier 2** - Chronic absenteeism meetings with administration, Tech Support, Case Manager support (SPED), ELD Support

**PGHS/PGCHS Tier 3** Outreach Counselor, 504s and IEPs, Collaboration with District Attorney Chronic absenteeism, Mobile Response Team Mental Health/Crisis Intervention (Monterey County Behavioral Health), OHANA, Behavioral Health Services (CHOMP), Sun Street Center



# HYBRID CHALLENGES

- Need accurate staffing data
- Need accurate data from families choosing in person or DL instruction
- Balancing in person and online instruction
- Check in procedures and potential impact on instructional time