



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>.

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General Information

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

The COVID-19 pandemic resulted in the closing of schools in March 2020 and has profoundly affected the lives of our La Mesa-Spring Valley Schools (LMSVS) community. This impact will continue through the 2020-21 school year and beyond. While we cannot predict all the challenges that may arise over the coming months, it is imperative that we plan for a safe and orderly return to school.

Without question, our paramount concern is to ensure the health and safety of everyone in each of our schools, children and adults alike. At the same time, we must also contend with a myriad of complex challenges – catching up on months of lost in-person instruction; addressing students’ social and emotional needs in the wake of this catastrophe; ensuring all students have the ability to participate equitably in remote learning; planning for the possibility of deep budget cuts; and so many others.

LMSVS is a high-performing school district, and we are committed to high student performance embedded in a culture of quality and continuous improvement, regardless of the manner in which instruction is presented. The District covers 26 square miles and serves 11,300 pupils with 16 elementary schools (grades K-6), one middle school (grades 7-8), one middle school (6-8), one dual immersion academy (grades K-5), one STEAM academy (5-8), and one visual and performing arts academy (grades 4-8).

We know that school closures and social isolation have affected all students and their families in many ways. Adding to the academic challenges students are facing, a mental health crisis has emerged as many students have lost access to services that are typically offered

by schools. In an effort to reduce the impacts of the school closures on our families, we continue to provide extensive outreach and support. Much of this outreach was initially conducted at the same time meals were distributed to our families when school closures first occurred; however, we continue to provide learning resources and community resources through our individual school offices (which are open to our community), the district office, and on our district website.

No matter what different forms school takes throughout this year—whether students and teachers are back in the school building together or still at home—the entire LMSVS staff will make decisions based upon the best interest of all children and work tirelessly to help students recover from the impacts of this pandemic and stay on track throughout the year. We will continue to partner and communicate with the families in our communities as we strive for excellence and develop well-rounded learners during this unprecedented time.

Stakeholder Engagement

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

Stakeholder engagement is critical as we develop and revise our plan for continued learning. In response to the continued national emergency, we engaged stakeholders across the District for input to guide our decision making as we transitioned from distance learning at the end of the 2019-20 school year to formal daily online synchronous and asynchronous learning for every preschool through 8th grade student for the 2020-21 school year.

When school closures first occurred, every school site surveyed families to gather information about distance learning, including content delivery, devices, and internet access. In addition, families of students with disabilities were provided with a survey to share their needs and concerns during this time. Family surveys were distributed in English and Spanish, in written form and electronically. Survey links were widely shared via social media, text messages, and telephonically. A staff survey was also sent to determine the strengths and challenges educators faced moving through our first distance learning model.

At the conclusion of the 2019-20 school year, our parents were again surveyed to determine their assessment of the distance learning program and their preferences for the teaching and learning model for their children as planning for the new school year began taking place. The teaching staff was also surveyed again. They shared the successes they had, the challenges they faced, and suggestions for how to improve the work that was being done.

On August 15, 2020, district leaders, along with the State Superintendent and the County Superintendent of Schools and other San Diego districts, participated in a local Virtual Education Town Hall meeting hosted by Assemblymember Shirley Weber. A number of our district families attended the event to learn more about our reopening and learning continuity plans. In breakout/chat rooms, our parents had the opportunity to ask specific questions and to provide comments about the plans.

During the past several months we have also gathered additional input from conversations with parents and parent advisory groups (DAC/DELAC), classified staff, grade-level and subject matter experts, administrators, and San Diego County Office of Education staff. As we progress through the school year, we expect to continue to survey our stakeholders as changes in health orders are made which will undoubtedly impact the learning models we offer.

When the school year started in August, our teachers began engaging our pupils by spending a portion of each of the first 10 days of instruction on social-emotional learning lessons with an emphasis on listening where students could share concerns, needs, and questions about the new learning/teaching model and about the current culture of their communities. These lessons continued on a weekly basis. In addition, our social workers and counselors also engaged our students by holding "lunch bunch" zoom meetings and conducting small empathy groups for selected students. Students will continue to be engaged, during both in-person and distance learning, throughout the year in focus groups led by our social workers, counselors, mental health providers, and teachers. Student voices will be solicited on aspects of their educational experience and will be used to make needed adjustments for both academic support and social-emotional wellness during the school year.

The input gathered from all of our stakeholders, with direction from the California Department of Education, helped to guide and refine our distance learning plan that exists today.

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

Due to the statewide stay-at-home order in response to the COVID-19 pandemic, public meetings and public hearings of LMSVS have been and will continue to be held by video conference. Members of the public can attend the meetings online or over the phone per instructions provided. Links for members of the public wishing to join video conferences via a computer/mobile device and a telephone number for those wishing to join by phone are shared. In addition, instructions for how to submit written comments online or to submit pre-recorded audio comments are also provided.

In compliance with the Americans with Disabilities Act, if members of the public need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meetings, instructions are provided so that the District can make reasonable arrangements to ensure accommodation and accessibility.

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

The greatest concern shared among stakeholder groups (parents, teachers, bargaining groups, administrators) was for the safety of students and staff. With this in mind, we are constantly monitoring and following local public health orders. We also learned that all of our stakeholders were seeking timely communication and clarification of changing circumstances from the state, county, and local levels. As such, we continue to reach out to our stakeholders through a variety of ways as new information is presented or as decisions are made. We are committed to continuously monitor the situation and provide updated guidance, policies, and regulatory changes as the situation requires.

Parents also shared the desire for a more robust instructional program and for more flexibility in the instructional program moving into the fall. Some parents wished for flexible teaching/learning schedules, less screen time, and more structure in the remote learning program. Other parents hoped for an immediate return to in-person classes.

Our educators shared their concern for equity of resources for their students. We have addressed this by using funds to purchase additional devices to guarantee all of our students have access to all that they need during the time of school closures. Our educators also shared that while district guidelines and policies were needed, it was important as well to allow them appropriate leeway to develop creative solutions to their unique student needs.

Our students shared feedback about the climate/culture of the 2020-21 school year that shows some common themes among schools. Students are feeling stress, anxiety, and depression as they attempt to navigate how to balance online learning with being at home. Knowing this, we will continue to address the social-emotional needs of our students through whole class and small group instruction.

We are committed to supporting all of our families and staff as we launch our new rigorous and robust distance program during the 2020-21 school year.

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

The stakeholder engagement process influenced our Learning Continuity Plan in a number of ways.

Specifically, due to input from our stakeholders:

- Equity of resources occurred with 1:1 device distribution and connectivity
- Communications were streamlined by implementing specific Learning Management Systems (LMS) at specific grade levels/sites
- Flexible instruction programs will be offered when in-person instruction is possible

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.]

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction under the immediate physical supervision of a certificated employee of LMSVS is not currently possible; however, our goal is to offer, as one option, full-time classroom-based instruction as soon as is permitted and we can ensure a successful transition to in-person instruction.

When students are allowed to return to in-person learning, we will offer several learning options to our families. Families will have the flexibility to choose between three options of instruction for their children (in-person at their school, 100% online, or a blended learning model through our Trust Blended Program).

For many years, LMSVS has had a successful blended learning program for students in grades TK-8 available at our Trust Blended Learning site. The Trust program is a personalized learning program individualized to student needs. The program uses both online, project-based, and traditional homeschool instruction and students also spend some days on campus for lessons with instructors.

It is our intention to move into a hybrid model at all of our sites once we can ensure a successful transition from our distance learning. Our hybrid model would include:

- Students on campus two days per week (Tuesday/Thursday, Wednesday/Friday), working at home 3 days a week. Teacher-student interaction would take place every other day.
- The pedagogy of the instruction during in-person days would shift away from a lot of direct instruction and emphasize small group instruction that capitalizes on the formative and summative assessments. Our goal will be to accelerate the learning for each and every child.
- Monday Synchronous Instruction - Whole class virtual meeting, social-emotional learning and community building; review of the weekly planner; overview of learning targets and success criteria; small groups (intervention groups, ELD, students with IEPs, extra support as needed)
- Asynchronous Instruction - While students are not in-person with the teacher, will include teacher-assigned tasks related to essential standards using the adopted curriculum and additional projects, creative assignments, and physical activity.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings to ensure that students, staff, and family entering school sites are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$500,000	No

Description	Total Funds	Contributing
Health Materials: Scanning Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$35,000	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$50,000	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$15,000	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet, such as the front desk in each school office.	\$25,000	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$15,000	No

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.]

LMSVS continues to have a commitment to high-quality teaching and learning for each and every student, regardless of the instructional setting. We will continue to prioritize students' access to grade level standards-based content and access to a full curriculum, using a variety

of tools. In order to accomplish this, distance learning in LMSVS will consist of the following components: synchronous learning; asynchronous learning; the use of a Learning Management System (LMS) to centralize and streamline communication with students regarding assignments and instruction; differentiated support to meet student needs; social-emotional learning opportunities; and ongoing communication and collaboration with families.

- Synchronous learning - Synchronous learning is live, real time learning for students where teachers engage students daily and provide feedback in real time. Live interaction occurs via the licensed Zoom platform so that students have regular interaction with their teachers and with their classmates. Along with academic instruction, our teachers build community and provide support to our students each and every day. To ensure student engagement and understanding in an online learning environment, synchronous learning focuses on deepening understanding, rather than just direct teaching. Teachers artfully orchestrate instruction, pre-teaching, re-teaching, making connections, social-emotional learning, creativity, and critical thinking.
- Asynchronous learning - Asynchronous learning is learning (related to the live instruction that is given by their teacher) that students engage in on their own. Asynchronous learning includes alternative assignments through our online adopted curriculum materials and assignments our educators assign.
- Differentiated support - Students are undoubtedly coming to us with greater gaps in their learning as a result of the spring school closures necessitating us to accelerate learning. Despite our environment, we continue our commitment to responding to students who need additional support, and to provide that intervention. Our students with disabilities, students with 504 plans, and English learners receive services, supports, and accommodations during this time. We will also consider our students who are mastering standards at a quicker pace and provide additional opportunities to extend their learning.
- Social-emotional learning opportunities - Social-emotional learning is more critical at this time than ever before. Because of this, students have daily opportunities to engage with peers during online learning. Our educators provide lessons to develop classroom communities, even virtual, during this time. Educators, with assistance from district social workers and counselors, provide consistent lessons promoting social-emotional learning and connections. Sanford Harmony curriculum, Second Step curriculum, Restorative Practices, and Trauma-Informed Care strategies will be utilized. These lessons are done via a collaborative discussion board, a Zoom meeting, or other creative methods.

All students are provided virtual instruction from their classroom teachers at different points in the day, and they are also assigned work to complete. This combination of synchronous learning (live, real-time learning) and asynchronous learning (assigned learning that students complete on their own), equates to the minimum number of instructional minutes each day as required by state regulations.

Students with disabilities are provided services and supports, as appropriate, to help them make progress towards the goals identified in their Individualized Education Programs (IEPs). English Learners are provided with appropriate, daily instructional support to meet their language development needs.

All pupils receive the same quality of education and access to the same curriculum and resources, regardless of whether the instruction is in-person with state-adopted textbooks or online with standards-based materials.

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.]

To support successful online learning and teaching, both students and educators need access to proper technology and connectivity.

Prior to the start of the 2020-21 school year, a survey went out to families regarding the need for student devices and internet connectivity. The survey helped us to develop a plan in which we have been able to provide the following:

- Student Devices grades 4-6 - At elementary schools, Chromebooks were provided to all 4th-6th graders. Students use the Google suite, store files in Google drive, and access all of our curriculum programs. In order to support our families with some general tech support, written and video directions for logging in were provided to teachers and families when the Chromebooks were checked out.
- Student Devices grade 3rd grade students received a Google account for the first time and are using the Google suite. In order to support easy access to Google, 3rd graders across the district who needed a device were provided a new iPad.
- Student Devices grades TK-2- TK-2 students had iPads ordered for them, and we are waiting for delivery.
- Middle School/Academies - Every student at the middle school/Academies who needed a device was provided one.

Student device distribution took place, using health and safety protocols, at every school site. We will continue to monitor and provide devices as the need arises.

Because we wanted to ensure that every student had Internet access, we shared with families that the best connectivity option was Connect2Compete through Cox for \$9.95 per month. For families who were unable to access that option, LMSVS, through a joint project with San Diego County Office of Education and Verizon, provided hotspots free to families, but at a low cost to the District of \$10 per month.

LMSVS understands the importance of high functioning technology for our educators in order to engage in robust online teaching and learning. Because some of our educators had outdated devices, new technology was ordered to replace our most outdated or damaged items. In addition, 3rd grade teachers received a new teacher iPad to better support their students.

The work that Paraprofessionals and Learning Library Resource Technicians (LLRTs) do is integral to the success of our students. We ordered devices for these staff members to support students with online tools. These staff members received training in how to use devices to support student learning online and participate in synchronous instruction.

In order to facilitate online learning and improve communication with our students and families, the District also purchased the professional version of Zoom for all certificated staff, Paraprofessionals and LLRTs. Professional versions of other Learning Management Systems (SeeSaw, etc.) were also purchased.

LMSVS continues to survey and address the technology needs of our students and staff to ensure continuity of learning for our students.

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.]

Class schedules for online learning in LMSVS have been developed by school sites. Each schedule adheres to the minimum instructional minutes per grade level for each day.

- Kindergarten: 3 hours per day
- Grades 1-3: 3 hours and 50 minutes per day
- Grades 4-8: 4 hours per day

Students are engaged in either live, virtual instruction, or assigned independent work that equates to the amounts of time listed above per school day, at a minimum. All schools are conducting daily distance learning with the delivery being approximately 50% synchronous (live with the teacher) and 50% asynchronous (independent work).

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee through weekly student engagement logs. Attendance will be taken daily during the synchronous learning sessions.

In order to accurately assess pupil progress, LMSVS educators have committed to:

- Maintain effective and efficient record-keeping procedures
- Use formative and summative assessments in order to differentiate and improve instructional practices and strategies
- Evaluate student performance on a regular basis and provide feedback to students and parents
- Ensure that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification
- Ensure that each student enrolled in the online program has accurate, up-to-date records
- Meet expectations for progress monitoring and parent/student communication
- Refer students who are struggling to engage to the the Student Supports team and/or site administrator for support

LMSVS educators communicate with families regarding assignments and student progress on a consistent basis through a specific Learning Management System (LMS). Students in grades 3-8 use Google Classroom. Students in grades 2 and under use either Class Dojo or Seesaw (each school selected one of those options, and all teachers at the school use that system). Teachers use these platforms to assign work to students that meet required daily instructional minutes. Zoom is used to provide small group, one on one, or real time learning experiences with the whole class.

Student work is graded and report cards will be provided to families. Most assignments will be completed virtually and will be sent to teachers via the LMS (e.g., Google Classroom for grades 3-8 and Dojo or Seesaw for grades K-2).

Participation in school and completion of schoolwork is a mandatory requirement under the compulsory attendance law. Schools will follow up with students and families if students do not participate in a consistent manner.

When considering the needs of our vulnerable populations, specifically our students with disabilities, we have been proactive in conducting initial assessments, which began in the summer. We also continued to conduct evaluations to help catch up with the backlog of assessments caused by school closures last school year. Schools have been holding IEP meetings since the spring (virtually) and continue to do so to ensure students' individual needs are being addressed to the greatest extent possible. This includes addressing challenges with attendance for our students with disabilities.

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.]

Our LMSVS educators are eager to engage in professional development, and the District is committed to supporting them with many tools, strategies, and training to support our online learning model. Central to our training is the Distance Learning Playbook brought to us with educational research partners Doug Fisher, Nancy Frey and John Hattie. A book was ordered for each certificated educator in our system. The book study will be used throughout the year to anchor our practice and approach to distance learning and instruction.

The District and teacher bargaining teams agreed to increase the number of paid virtual professional development days by an additional two days this year in order to ensure deep learning of essential components of our distance learning program. The training sessions included:

- Distance Learning Playbook
- Supporting Social Emotional Learning (SEL) in Distance Learning
- Google Classroom
- Dojo, Seesaw or Jupiter Grades
- Zoom Enhanced (Using Zoom to support differentiation and small groups)
- Designated ELD support and strategies
- Supporting students with IEPs in online/distance learning

Professional development for paraprofessionals, campus attendants, library techs, and childcare staff was also scheduled to support online student learning. Those sessions included learning about best practices in distance learning, SEL, and technology tools (Google Classroom, Dojo, Seesaw, Zoom and more).

In order to support the planning and professional development of our educators, the LMSVS Distance Learning Website was redesigned to include pacing guides, quick links for tutorials with Zoom, Google Classroom, Seesaw, Dojo, online curriculum supports and more. The site now also includes tools and information for supporting English learners and providing differentiation in the content areas.

Site level professional development will occur throughout the year and will include Site Learning Day presentations and Professional Learning Communities work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement.

Regardless of the manner in which our students are educated, LMSVS believes in continuous learning and we will offer professional learning to all of our staff in an on-going manner throughout the entire 2020-2021 school year.

Staff Roles and Responsibilities

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

As the COVID-19 pandemic evolves, LMSVS is exploring options with our classified bargaining team regarding flexibility that may be needed if some employees' current job descriptions reflect roles or responsibilities that are not feasible in a remote environment. Such modifications would be made to staff roles and responsibilities, if necessary, to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students.

Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of new digital tools for the delivery of instruction, alternative methods of meeting with students through video conferencing tools, and training on the use of these systems. We maintain that good teaching in the classroom is good teaching anywhere. We are providing all the supports needed to effectively transition between distance and in-person teaching.

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.]

The COVID-19 crisis has been extremely challenging for all students, but created particular difficulties for our most vulnerable students and those with unique needs, including English learners, students with disabilities, students in foster care, and students who are homeless.

Students with an IEP have their individual goals addressed with their teachers and service providers. Small group or individualized meetings take place with teachers, paraprofessionals, or service providers as appropriate in accordance with the IEP. Educators collaborate with each other to ensure that students with an IEP have their individual goals addressed. Additional support comes from the District special education team and program managers, and additional training is provided to support our students with special needs. Case managers, social workers, and site teams will work collaboratively to prevent our students with disabilities from having attendance struggles or distance learning engagement challenges.

Students with a 504 are provided accommodations and supports as directed by their 504 Plans by teachers and support staff, as appropriate. District nurses provide additional supports to students and staff as needed.

Our English learners are afforded the opportunity for full and equal participation whether it be through an in-person, online, or hybrid model of instruction. They are provided with the supports needed to close the potential learning loss that may have been a result of the school closures due to COVID-19. English learners (ELs) receive both Designated and Integrated English Language Development (ELD), including assessment of English language proficiency, support to access curriculum, and the ability to reclassify as fully English proficient. All English learners (ELs) are provided with daily Designated ELD, at their proficiency level, for a minimum of 30 minutes via live synchronous interactions with the classroom teacher in addition to daily Integrated ELD within content areas/classes.

LMSVS ensures that all teachers and administrators receive professional learning on topics related to use of technology and hybrid or remote learning strategies in topics related to English learners. We use monitoring tools to provide data that identifies gaps in student learning towards English language proficiency and towards content area proficiency. We will also continue to utilize educational technology when teaching English learners in both in-person and hybrid models to reinforce students' familiarity with these tools. Finally, we will continue to actively engage students on a regular basis to assess their need for social-emotional well being supports that address the unique experiences of English learners and are delivered in or interpreted into students' home language, as required, during remote or hybrid learning.

For all of our vulnerable populations, we collect student data to inform student progress and identify opportunities for recovery, and we complete on-going monitoring of student progress.

We continue to collaborate with families, in their preferred language, as appropriate, and mode of communication, to ensure that they have equitable access to critical information about their children's education, to address student learning needs during the transition to and for the duration of the 2020-2021 school year.

Teachers' synchronous instruction is aligned to the asynchronous assignments and provides necessary access for English learners, students with disabilities, foster youth, and students who are homeless. As we progress through our school closures, we will continue seeking ways to incrementally provide additional in-person experiences and prioritize face-to-face assessments in order to proactively provide and respond to student needs, particularly for our students with the greatest learning needs.

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

Description	Total Funds	Contributing
Devices: Chromebooks and iPads made available for all students who need a device to access distance learning at home.	\$1,500,600	Yes
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.	\$525,000	Yes

Description	Total Funds	Contributing
Professional subscriptions to Zoom for Educators	\$30,000	Yes
Subscriptions to SeeSaw	\$12,540	Yes
Facilitators for professional learning	\$48,000	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.]

Assessment of students' learning needs began the first day of school, and continues each day. Teachers' focus on building relationships with families and getting to know each student at the beginning of the year which provides critical information about the needs of that student moving forward. This formative data, which is gathered by teachers throughout every interaction, is a critical component to understanding if learning loss has occurred in order to target each student's individual learning needs.

More formally, students are assessed using a combination of formative and summative assessments to check for understanding, identify learning gaps, to promote differentiation and to provide feedback to students and families. Students are evaluated using assessments from the district adopted curriculum (Wonders and StudySync in English language arts; Math Expressions and CPM in mathematics, etc.). Teachers also provide assessments based on the essential standards with success criteria as outlined in The Distance Learning Playbook. Literably is used to monitor student progress in reading fluency. Common formative assessments (CFAs) is used to identify areas where students need re-teaching or intervention. CFAs also help to determine if a student requires acceleration, challenge, or enrichment within the instructional program.

Students with IEPs are engaged in assessments aligned with their IEP goals. The ELPAC will be administered for English learners to determine progress with acquisition of the English language. Progress on goals will be reported during grading periods.

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.]

A number of strategies to address pupil learning loss are being implemented by educators as the new school year begins in LMSVS, including building relationships and a classroom community, developing digital competencies, accurate assessment of student skills and needs, and differentiation of instruction.

Our educators are first focusing on relationships with their students and families. Understanding that fear and anxiety about the pandemic—coupled with uncertainty about the future—can be disruptive to a student’s ability to be ready to learn, educators are focusing on the social-emotional needs of their students. Educators can act as a powerful buffer against the adverse effects of trauma by helping to establish a safe and supportive environment for learning. From morning meetings to regular check-ins with students, strategies that center around relationship-building are being utilized by our educators.

Educators understand that diagnostic testing to assess pupil learning loss should be strengthened during the first month of instruction due to the greater range of variability in student learning that could have occurred in a typical school year. Informal assessments are being used which can help teachers gauge how much extra support students need, how much time should be spent reviewing last year’s material, and what new topics can be covered.

Differentiation of instruction will be provided by our educators, particularly for our most vulnerable students. Because many of these students struggle during distance learning, special attention is given to these students by providing intervention groups specifically designed to address their needs. LMSVS has also prioritized specific student groups to bring them on campus for in-person instruction in small groups. These students were identified by their teachers and included students with disabilities, English learners, foster and homeless students, and any students identified by our educators who need the additional support.

As always, in order to mitigate pupil learning loss, intervention support will be leveraged and available at every school site.

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.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. During the 2020-21 school year, we will also administer benchmark assessments, which may include interim assessments, for Math and ELA.

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

Description	Total Funds	Contributing
Two additional days of compensated professional development for certificated staff; plus one additional day of compensated professional development for special education certificated staff; plus one ½ day of compensated professional development for middle school certificated ELD teachers	\$629,000	Yes
Purchase and implementation of additional Imagine Learning licenses to ensure all English learners have access	\$160,000	Yes
Distance Learning Playbook for each teacher and consultations with authors	\$32,000	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.]

As LMSVS students and staff adapt to environments that result in substantially less time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning across all domains is critical to support the well-being and success of students, staff, and families. Along with physical health and well-being, LMSVS is prioritizing social emotional well-being – not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

Research shows that mental health and academic achievement are linked. LMSVS is monitoring and supporting mental health and the social and emotional well-being of our students even though our schools are physically closed. We have hired additional social workers who will be working with identified students and families at every school site. While trauma-informed practices were widely used by teachers and other school staff in LMSVS before the pandemic, the practices will be even more intentional in the daily synchronous lessons students have with their teachers and peers. As students and their families experience economic hardships, face unknown challenges related to the pandemic, and perhaps grieve the loss of family and friends, teachers and social workers will be able address those needs and provide needed supports and resources.

Since most mental health disorders begin in childhood, it is essential that any mental health issues be identified early and treated. Left untreated, they can lead to serious health and emotional problems. In the short term, video conferencing may be an effective way to deliver mental health services to children.

Prior to the start of the school year, all staff were provided ½ day training focused on supporting the social-emotional needs of students. This is particularly important as our students begin the year learning online. Each teacher has been provided access to a “Social-Emotional Toolkit” of targeted lessons for each grade span focused on building community and responding to trauma. In addition, the district has purchased both Second Step and Why Try, which are evidence-based curriculum resources for social workers and teachers to use with students to support their mental health needs.

The district is also one of only 25 districts in the nation to receive the School Based Solutions Healthcare Network (SBHSN) Covid-19 Recovery Grant, which will provide a full time, licensed mental health therapist at 10 school sites for five years. This therapist will work both remotely (during closures) and in person with students and families at assigned schools to focus on mental health and social-emotional needs.

Supporting the mental health of the LMSVS staff is also imperative. While staff will receive professional development to help understand and how to address the prolonged effect on students’ mental health and social/emotional well-being during the closures, the concepts shared will be universal and can be appropriately applied to staff members’ own lives. Our staff wellness committee meets regularly to plan wellness activities and events to support the social and emotional well-being of our staff. In addition, all employees have access to the California Schools Voluntary Employees Benefits Association (VEBA) where they can receive support with coping skills and emotional recovery activities during this difficult time.

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.]

LMSVS is committed to engaging all students and families in learning. Pupil engagement and outreach efforts include procedures for tiered reengagement strategies for students who are absent from distance/virtual learning. District personnel will provide outreach to students and their parents/guardians (including those who speak languages other than English) when students are not meeting compulsory education requirements. Parent letters, specific to special education, have already been sent. These letters advised families of what to expect for distance learning. In addition, each family of a special education student has had personal contact from their case manager at the beginning of the year to set up a plan for services. Regular communication with case managers will continue to occur and if there are struggles with

engagement in distance learning for our students with disabilities, with collaboration with social workers and site teams will also occur. IEP meetings are being held (virtually), and as IEPs are due, an Emergency Services Plan is being added to the document.

Our tiered reengagement plan (https://docs.google.com/document/d/1IKh9ckZIM6as0_UoNyRqtjhlDsMF4dUgj2paGTRXr6Q/edit) includes teacher contact at level one (based on the review and completion of the weekly engagement log), a referral to a school site support team for outreach, a referral to our county's School Link process, that provides support to families who may be struggling with wrap-around support needs, a referral to a district social worker, and finally, a referral to the district's student support team, which includes the district's school-based probation officer. Throughout this process, staff will reach out to families to identify the barriers to student engagement, and identify supports and services that might be needed to ensure the student is engaging in 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.]

The District has been diligent in its outreach to families to provide information on the availability of free or reduced-price meals using email, social media messages, website announcements, and direct contact in multiple languages. While online learning is in place, the following will occur:

- "Grab and go " meals are being served at every school site on Mondays. Five lunches are provided for the week and five breakfasts are also being provided at participating schools
- Meal service is 11am – 1 pm
- Drive thru or walk up meal service is available to maintain physical distancing
- Parents may pick-up meals for an eligible student even if the student is not present
- At all meal distribution sites, social distancing and sanitation protocols required by the County of San Diego are posted and followed.

Once in-person learning resumes, social distancing, and sanitation protocols required by the County of San Diego will remain

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Second Step Curriculum	\$32,932	Yes
Mental Health and Social and Emotional Well-Being	Social Worker and Counselor Support at school sites	\$446,532	Yes
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and PPE.	\$125,000	Yes

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
15.68%%	\$14,379,851

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.]

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions include those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks and iPads to any student in need and will continue to distribute devices to new students. Targeted outreach has occurred through our Student Supports staff who have attempted to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

English learners continue to receive designated and integrated English Language Development (ELD) as part of their educational curriculum to the extent possible. Professional learning and resources were provided to support teachers in meeting the needs of our English learners including the use of Imagine Learning, along with reteaching, preteaching, and small group instruction. Students receive designated and integrated ELD as required.

Our foster youth and socio-economically disadvantaged families are provided support in several ways. First, they are supported by our school meal outreach program, receiving 10 healthy meals every week. Second, they are prioritized as students in need of technology access and connectivity in order to ensure equitable access to learning.

Our foster youth are also provided targeted support through our district social worker. The social worker provides ongoing communication to families to ensure students are able to access remote learning, supplemental online learning, and the resources to be successful learners during school closures.

Our socio-economically disadvantaged families are additionally supported by our district's social workers and counselors; they provide connections to community resources, food donations, links, and support for filing for unemployment and other state/local benefits, as well as meet immediate and ongoing needs that families faced.

To ensure we meet the needs of our most vulnerable students, including our unduplicated pupils (English learners, foster youth, and low-income students), teachers communicate weekly with their principals, highlighting progress and connections they are making with their students/families. This allows the principal to respond to the needs of individual students/families as they surface.

Finally, we will use our social workers, our support/reengagement protocols, and our assessments to continuously monitor the progress of our foster youth, English learners, and low-income students.

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

Funds are being expended on actions and services that are principally directed toward our foster youth, English learners, and low-income students (unduplicated students). Given that more than 60% of our students are from these student groups, the actions listed below principally benefit our unduplicated students. We believe that is the most effective use of these funds.

Achievement data indicates that our unduplicated students face the biggest challenges in academic achievement. Given that 61.9% of our students are from the unduplicated student groups, a district-wide focus on professional learning in developing a common language and shared understanding of high-quality teaching and learning, a system-wide focus on the tenants of professional learning communities where targeted intervention as part of a multi-tiered system of support, principally benefits our unduplicated students. The district continues to provide an Executive Director of Learning Support and clerical support to coordinate and monitor supplemental and academic intervention programs for student groups not achieving at high levels, including English learners. Teachers on Special Assignment (TOSAs) continue to provide professional learning, coaching, and curriculum supports to ensure teachers are addressing diverse needs of English learners and students from low-income homes. Intervention programs have been purchased to increase access and achievement for unduplicated students. When campuses reopen, the district will continue to provide ESS free of charge to high-need students (foster/homeless) to extend their school day and support academic progress. We will also provide differentiated actions and services to sites to address needs of unduplicated students based on specific site needs such as staffing, materials, supplies and services for unduplicated pupils.

While the district provides student support services at all schools, programs will principally be directed to unduplicated students. Poverty, homelessness, and foster placement are often accompanied by trauma. The district student supports team is charged with supporting foster and homeless families with school integration and success. Primarily, this team consists of a Program Manager, three social workers that are primarily grant-funded, and the district's school-based probation officer. Schools will continue to develop school climates that are accepting of individual needs, differences and diversity, creating school environments that lead to a feeling of belonging and safety for each and every student. The district's STARS team (Support Team for At-Risk Students) continues to support sites to develop skills and plans to address students with the most challenging behaviors, along with providing professional development around this area as requested. When school resumes, the district will deploy members of the attendance team to meet individually with students at school sites and make home visits to families to problem-solve, investigate concerns, and provide resources to improve student attendance. While we are in distance and hybrid learning, the district support team will focus on the student reengagement plan and supporting families and students through that process. Social skills and/or counseling groups will address the specific social-emotional and/or behavioral needs of identified unduplicated students. The district-wide use of funding to increase student support services allows for case management of students that need support in social-emotional well-being to improve their academic performance. Having staff remain focused on restorative practices, trauma-informed indicators, and having a basis of positive behavioral interventions and supports available to support students when behaviors become a concern will be critical for student success.

Parent engagement is key in increasing unduplicated student success. Oftentimes parents of unduplicated students are the most disenfranchised. Over the past two years the district has seen an increase in participation in parent education and now seeks to increase parent participation in governance. Additionally, the district wants to increase the frequency, quality, and effectiveness of parent workshops designed specifically to assist parents in supporting their children's learning (i.e. Foundational Skills; Common Core Parent Support; grade level/content area specific.) Efforts and innovation to engage parents and the community in opportunities to participate in their students'

education, (i.e. back to school night, open house, committee meetings, PTA, parent conferences, parent workshops, student recognition assemblies, parent volunteer dinner, drug free celebrations etc.) are continuing as well. Communication is one of the biggest challenges in parent engagement. The district will continue to provide translations at parent workshops, parent conferences, and school-to-home communications when necessary. When campuses reopen fully, the district will continue to provide adult ESL classes to parents of English Learners. This year, the district will also offer virtual parenting courses for our parents on social-emotional topics as we support our families during distance and hybrid learning.

When school resumes, the district will provide transportation services (district busing) to unduplicated students who are homeless, live in an area deemed unsafe to walk to school, or for students who live such a distance from school that it could negatively impact consistent attendance and timeliness of arrival. Public transportation passes will be provided to homeless students to ensure consistent school attendance and access. Classroom-based educational technology services will continue to be provided as a supplement to the district's basic technology infrastructure by way of school site technicians, resource teachers, support staff, administration, and educationally appropriate hardware, software, and network services.