



San Pasqual

Union School District

The Little School in the Valley

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
San Pasqual Union Elementary School District	Mark Burroughs Superintendent / Principal	mark.burroughs @sanpasqualunion.net (760) 745-4931

General Information

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

Following guidance from local and state health officials, on Friday, March 13, 2020, the San Pasqual Union School District, as authorized pursuant to emergency board resolution #R19-20-11, announced school would be closed from March 16, 2020, until April 14, 2020, due to the COVID-19 pandemic emergency.

A Distance Learning Plan was developed which included three (3) phases: Phase 1, Initial Response; Phase 2, Long-Term Distance Learning, and Phase 3, Recovery/Return to School. Phase 1 lasted from March 17, 2020, through April 3, 2020. Instruction and supports were delivered through synchronous, asynchronous, and low/no-tech models. Google Classroom was the primary online learning platform while Zoom was used to provide both direct instruction and social/emotional supports and connectedness. During this time, academic work was optional. Additionally, teachers received professional support to promote proficiency and success with online instruction.

On March 29, 2020, the return to school date was extended indefinitely. On April 14, 2020, Phase 2, Long-Term Distance Learning, commenced with academic expectations increased and students receiving feedback (including grades) reflecting both work completion and proficiency. Consistent with a “do no harm” grading policy, TK-5th grade students received a narrative third-trimester grade report describing their distance learning experience coupled with recommendations to promote future success. In middle school (grades 6-8), most students received letter grades. However, no students received ‘D’ or ‘F’ marks, instead, receiving ‘Credit’ or ‘No Mark’ grades, respectively.

The abrupt and prolonged school closures were extremely challenging for students and families. Parents and guardians were tasked with supporting the educational program of their children while simultaneously tending to their social, emotional, and health needs. Reports of anxiety and social isolation were pervasive. The Principal hosted weekly (12 total) parent sessions (Virtual Coffee with the Principal) during which time updates were shared, questions answered, and resources provided. Among these resources included Care Solace, a mental health and substance abuse referral service. As of August 1, 2020, the system was accessed 210 times and numerous families referred for treatment and support. Additionally, specialists, counselors, and aides facilitated social-emotional learning sessions and social skills playgroups in support of students struggling with social isolation.

School remained closed until the end of the 2019-20 school year. On July 28, 2020, the San Pasqual Union School Governing Board approved a Safe Return to School Plan (<https://www.sanpasqualunion.net/site/Default.aspx?PageID=2319>). Per the health order, the 2020-21 school year started in distance learning. On September 1, 2020, the health order was amended to permit on-campus learning. While the Safe Return to School Plan primarily addresses safety mitigations, the Learning Continuity and Attendance Plan is designed to address students' academic, social, and emotional needs as we transition from distance learning back to on-campus learning.

Stakeholder Engagement

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

As referenced in the section below, a wide array of stakeholders were regularly consulted in the development of this plan. Due to restrictions on gatherings, in person meetings were not possible. Instead, stakeholders have primarily been engaged via electronic surveys and teleconferenced focus group meetings. For those families that lacked technology, devices and hotspots were provided. For our Spanish speakers, staff members contacted them directly by phone, text, and home visits to gather input.

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

As referenced above, the District utilized electronic surveys and teleconferences to encourage public participation. In August 2020, the District increased Zoom capacity to accommodate more participants. A public hearing for the 2020 Learning Continuity and Attendance Plan was held on August 11, 2020. The plan is scheduled for Board approval on September 8, 2020.

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

Stakeholders have been actively engaged at San Pasqual Union School since the school campus was closed to learning toward the end of the 2019-20 school year. While much information has been gathered, a summary of recent stakeholder feedback is as follows:

District English Learner Advisory Committee (DELAC) Survey (June 2020)

Distance Learning challenging due to language and technology barriers

Most would still prefer to continue Distance Learning in 2020-21 due to health concerns

Community Survey (June 2020)

Distance learning experience - 16% Great, 30% Good, 38% OK, 12% Bad, 4% Terrible

Preferred Learning Model for 2020-21 - 59% on-campus, 36% blended, 5% virtual

Comfort Level Returning to Campus - 29% Extremely Comfortable, 31% Comfortable, 25% Neither Comfortable nor Uncomfortable, 10% Uncomfortable, 5% Extremely Uncomfortable

Want more teacher interaction and program continuity

Parent Survey (August 2020)

59% - Students should return to school even if 6-foot distancing cannot be maintained

25% - Students should return to school in blended model if 6-foot distancing cannot be maintained

16% - Students should stay in virtual learning

Virtual Coffee with the Principal (12 sessions, most recent 7/31/20)

Parents eager for kids to return to school but concerned for the health of students and staff

Varying opinions regarding masks, distancing, blended learning model

Want more specifics regarding safety protocols and learning plans

Preferred Learning Model for 2020-21 - 43% on-campus, 39% blended, 17% virtual

Safe Return to School Task Force, included school board member and presidents from Parent Teacher Organization (PTO), School Site Council (SSC), SP School Foundation, and San Pasqual Elementary Teachers Association (2 sessions, most recent 7/22/20)

Complimentary of staff efforts to transition to Distance Learning

More instructional program consistency and structure, but flexibility as needed

Planned & purposeful transitions between learning models

Teacher Survey (early July 2020)

Comfort Level Returning to Campus - 42% Very Comfortable, 35% Comfortable, 15% Neither Comfortable nor Uncomfortable, 8% Uncomfortable, 0% Extremely Uncomfortable
Confidence Level to Deliver High-Quality Distance Learning - 15% Extremely Confident, 54% Confident, 27% Neutral, 4% Not Confident, 0% Not at All Confident

Teacher Survey (August 2020)

41% - Students should return to school even if 6-foot distancing cannot be maintained
55% - Students should return to school in blended model if 6-foot distancing cannot be maintained
4.5% - Students should stay in virtual learning

86% of teachers would prefer to teach on campus
14% of teachers would prefer to teach virtually

73% would teach students on campus willingly
18% would teach students on campus with reservations
9% would request a virtual teaching if assigned to to students on campus

Teachers and Classified Staff, including School Improvement Committee (SIC) and San Pasqual Elementary Teachers Association (SPETA) (16 meetings, most recent 7/31/20)
Staff & Student Safety paramount
Eager to return to campus
More teacher training, instructional tools, & structure

As a one-school District, San Pasqual Union has 2 school administrators, a principal/superintendent and assistant principal. The principal/superintendent and/or assistant principal facilitated the stakeholder engagement process, leading all engagement sessions and disseminating, disaggregating, and sharing the aforementioned surveys.

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

Community - Improve quality of distance learning program through improvements in consistency, structure, and teacher involvement. Transitions between models to occur at end of progress reporting periods or trimesters. To address health concerns, an easing of return from Distance Learning to a blended model appears warranted.

DELAC - Targeted support for English learners and other at risk groups

Teachers and Classified Staff - Safety measures (screening, distancing, masking, and sanitizing) implemented for students and staff. Provide adequate tools, training, structure, and support for distance learning.

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.]

The San Pasqual Union School District remains fully committed to the safety, well-being, and academic growth of our students. In planning for children to return to campus, we will follow the orders of local health officials and will continue to rely heavily on guidance from health officials, including the San Diego County Health and Human Services (HHS) and the California Department of Public Health (CDPH). The District also takes direction from the American Academy of Pediatrics (AAP) who report on the urgent need to return our children to school. In considering the return of students to campus, a Safe Return to School Plan (Board approved on July 28, 2020) takes a balanced approach, valuing in-person education while recognizing that several coordinated interventions can greatly reduce, but not eliminate, all health risks to students and staff. As set forth in the approved plan, the seeks to maximize, to the extent practicable, the practices of screening, sanitation, facial coverings, and social distancing. Please refer to the Safe Return to School Plan for detailed mitigation efforts.

Per the Governor's order of July 17, 2020, San Pasqual Union School has been closed to on-campus learning. However, it is expected that schools in San Diego County will be permitted to reopen for in-person learning on September 1, 2020. Returning students and staff safely to on-campus learning is a priority. While much remains uncertain, the District intends to return all students to campus in 2-week intervals, using the preceding 2-weeks to solidify safety protocols (screening, distancing, cleaning, etc.) and to fully mitigate classroom risks, including the installation of barriers and other modifications needed, especially in situations where 6-foot distancing is not practicable. While the District considered a blended model, the reduction of overall enrollment, coupled with the additional 20% of students projected to remain learning virtually, significantly reduces class sizes and makes a full return for students choosing to do so a feasible solution that still meets current safety guidelines. to reduce gatherings during the lunch break, most students will be dismissed at or around 1pm to eat lunch at home, thus minimizing the risk of cross-cohort mixing during lunch breaks. Students opting to remain on virtual learning will be permitted to do so. Teachers will Zoom all in-class lessons and students opting to remain home will receive the same instruction as those in the classroom. As such, students remain connected to their teachers and peers and teachers will not need to plan for 2 modalities.

The return to school timeline is currently as follows:

Phase 1 - Preschool

8/19/20 - Preschoolers return for on-campus learning

Cohort groups of 12 or less

Phase 2 - At Risk Subgroups

9/2/20 - Students with disabilities and foster youth return for on-campus learning

9/8/20 - English learners return for on-campus learning

Cohort groups of 14 or less

Phase 3 - Elementary School

9/14 - TK, Kindergarten, and 1st Grade students return for on-campus learning, 1pm dismissal

Cohort groups of 21 or less

9/28 - 2nd & 3rd grade students return for on-campus learning, 1pm dismissal

Cohort groups of 21 or less

10/12 - 4th & 5th grade students return for on-campus learning, 1pm dismissal

Cohort groups of 24 or less

Phase 4 - Middle School

10/26 - 6th, 7th, and 8th grade students return for on-campus learning, 1pm dismissal

Cohort groups of 28 or less

Phase 5 - All students, Full Day

11/30, 1st Day of 2nd Trimester

Cohort groups TBD

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

Description	Total Funds	Contributing
Purchase equipment to facilitate outdoor learning	10,000	Yes
Purchase and install barriers for areas where 6-foot distancing cannot be maintained	10,000	Yes
Purchase additional custodial supplies for intensive cleaning and sanitation efforts	30,000	Yes
Purchase and install floor decals and directional signs to promote distancing and healthy practices on campus	1,000	Yes

Description	Total Funds	Contributing
Purchase and distribute items to facilitate screening, sanitizing, masking, etc.	12,000	Yes
Purchased equipment (deks, chairs) to accomodate physical distancing	10,000	Yes
Hire additional custodial staff	\$11,500	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.]

San Pasqual Union School is prepared to offer a continuity of instruction and learning to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery. While on-campus learning remains the goal, "distance learning" program offerings include:

"Virtual Learning" - Teacher primary educator with parent and computer supports

"Distance Learning" - Computer primary educator with teacher and parent supports

"Home Learning" - Parent primary educator with teacher and computer supports

Per mandatory school closures, the District was not permitted to offer in-person learning to start the 2020-21 school year. Nearly all students started in Virtual Learning and a small cohort of students choose Home Learning. Effective September 1, 2020, San Pasqual Union is now permitted to offer on-campus learning in accordance with guidance from state and local officials. The District will continue to provide Virtual Learning to students pending their return to campus and is prepared to transition between the following models as conditions and regulations dictate:

Model A: 100% On-Campus Learning, 5 Days/week

Model B: Blended Learning (2 days/week on-campus learning, 3 days/week virtual/distance)

Model C: 100% Distance Learning

MODEL A - 100% On-Campus Learning

Health conditions and governmental regulations permitting, the District's primary objective is to safely return 100% of students and staff to On-Campus Learning. This traditional schooling model would provide daily in-person classroom learning for students to meet the academic, social, and emotional needs of our learners. CDPH guidance will be followed by promoting enhanced sanitation, obtaining daily temperature checks and health screenings, facilitating physical distancing and cohort groupings (as practicable), and requiring facial coverings for students grades 3 and older, including all adults. While plans and practice will closely follow the CDPH guidance, strict adherence for all of our students at all times, especially as related to physical distancing, cannot be guaranteed. As noted in the previous section, on September 2, 2020, the District returned a small cohort of special needs students to on-campus learning and will continue phasing in students through a staggered approach with the goal of 100% of students learning on-campus no later than October 26, 2020. Students returning to campus received instruction via standards aligned curriculum as outlined in San Pasqual Union's School Accountability Report Card (<https://www.sanpasqualunion.net/domain/7>).

If health conditions dictate or governmental regulations mandate, the District has the tools and knowledge to transition classrooms, grade-levels, or whole school from On-Campus Learning back to Virtual Learning, as necessary. While the requirements to shift to on-campus learning may be abrupt, the District will generally provide parents and teachers a two-week notice prior to shifting back to on-campus offerings.

MODEL B - Blended Learning (part on-campus learning, part virtual learning)

While the District has considered several blended models, the Blended Learning Model is not being offered at this time. The District notes that a reduction in overall enrollment coupled with an estimated 20% of the students choosing distance learning has reduced class sizes enough to promote maximum physical distancing. Further, due to the early success of Virtual Learning coupled with the desire to return students to full-time on-campus learning, the inconsistent instructional delivery of a blended learning model would be less beneficial to students than either the full on-campus or full virtual models.

As students are permitted to return to campus, the District will still provide Virtual and/or Distance Learning options as indicated below:

MODEL C - 100% Virtual or Distance Learning

San Pasqual Union School's Virtual Learning program offers instruction provided daily by the teacher via live and recorded lessons, offline learning, and learning opportunities for students to collaborate with their online classroom community. Students receive tailored instruction

via whole class, small group, and 1:1 support to meet the academic, social, and emotional needs of all learners. Students follow a virtual bell time schedule to attend live instruction and required classroom conversations. Students in middle school will receive letter grades as they would while on campus and elementary students will receive a standards-based progress report. Daily attendance is required. Students in the Virtual Learning Model use the same standards aligned curriculum as those participating in 100% online learning. Additionally, Zoom is utilized for instruction and discussion. Google Classroom and Seesaw the Learning Management System (LMS). Supplemental tools purchased by the district include Screencastify, Raz Kids, Nearpod, and Kami.

As students are permitted to return to campus, the Virtual Learning program will only be offered if supported by enrollment and staffing. Otherwise, students opting to remain on distance learning will be enrolled in our Distance Learning program. Students in the Distance Learning Program will participate in daily interactions with their teacher and peers during morning meeting/homeroom periods. They will have access to their teacher during teacher office hours and invited to participate in activities to support social and emotional learning. Students in the Distance Learning program will receive standards-aligned instruction through Edgenuity and support via the Distance Learning Specialist. Students on distance learning learn independently and do not follow a bell time schedule or attend live instruction. Students in middle school will receive letter grades as they would while on campus and elementary students will receive a standards-based progress report. Daily attendance is not required but students will be required to show evidence of work completion and academic progress as determined by teacher and/or Distance Learning Specialist. Virtual services will be offered and available for Distance Learning students in need of counseling, special education, English language support, and/or other services.

Consistent with the requirements of SB-98, SPUSD's Distance Learning program provides:

- Standards-aligned content at a level that is substantially equivalent to in-person instruction
- Daily live interaction with teachers and peers..
- Academic and other supports for students who are not performing at grade level or need additional student services, like mental health services
- Special education and related services with any accommodations necessary to ensure a student's individualized education program (IEP) can be implemented in a distance learning environment
- Designated and integrated instruction in English language for English learners, including the assessment of English language proficiency and the ability to reclassify as fully English proficient.

It should be noted that if parents opt for Distance Learning or Home Learning in lieu of on-campus learning, they are committing to that program for the entire school year. The District will consider requests to switch from those programs at trimester breaks. However, the granting of those requests will depend upon staffing and physical distancing considerations.

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 promote equity in learning, in Spring 2020, the District made technology deployment a top priority. Immediately upon school closure, devices (iPads and Chromebooks) were immediately deployed to English learners as needed. Subsequently, 100 additional Chromebooks were donated by the SP School Foundation for at home deployment. In total, 66 iPads and 153 Chromebooks were checked out for home

use, supporting nearly 40% of all students. Those that lacked sufficient connectivity to participate in online distance learning were assisted in obtaining upgraded services and/or low/no cost plans. To address the 9 families (3.5% of school population) who still lacked reliable Internet at home, the District purchased hotspots and data plans for home deployment. Unfortunately, it has become evident that even with computers and hotspots, some families live in areas with no connectivity. As such, some students have been permitted to learn at tables in front of the school or in cars in the school parking lot. These students lacking connectivity will be among the first students permitted to return to school for on-campus 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.]

Teachers in grades TK, kindergarten, and 1st grade will use Seesaw for their learning management system. Teachers in grades 2nd-8th grades will use Google Classroom as the hub for their learning management system. Zoom and/or Google Meet will facilitate live contact and synchronous instruction. To facilitate more engagement and interactivity, the District has obtained and will support the following new instructional tools for the 2020-21 school year:

- Seesaw (TK-5)
- Nearpod (TK-8)
- Screencastify (TK-8)
- Raz Plus
- Kami (6-8)

Teachers will utilize the above tools to formatively assess student progress. For more formal assessment, the District is developing an Assessment Calendar and intends to formally assess students in language arts and mathematics via the Measures of Academic Progress (MAP) program at least 2 times per school year. Students will be expected to participate daily, including attending instructional blocks and through work completion. Students in grades 1-8 shall remain engaged for at least 4 hours per day via teacher instruction or the time value of work assigned. The teacher or other school staff will contact the parents/guardians of any student absent from distance learning three (3) or more days/week. The District is currently unclear what "weekly engagement records" will be required by the State. Once that is defined, the District will create a procedure to collect and report both attendance and engagement as required.

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.]

The District added a Distance Learning Specialist position for the 2020-21 school year. During the summer break, the DL Specialist, with the guidance of the School Improvement Committee, formed a team to create distance learning training for all staff. The District added two (2) additional professional development days to the school calendar which provided four (4) full days of training for all teachers prior to the start of the school year. During that time, teachers received professional learning on topics including: synchronous vs asynchronous learning, virtual classroom management, content-driven instruction, community building, document camera streaming, hyperdocs, Seesaw, Google Apps for Education (Google Classroom, Slides, Meet, etc.), Screencastify, Zoom, Kami, Nearpod, Khan Academy, etc. Additionally, the master

schedule was modified to provide additional professional development hours for staff. Future topics include Social Emotional Learning (SEL) and Edgenuity.

Staff Roles and Responsibilities

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

All staff is expected to report to the school site to deliver virtual learning. The District entered into a Memorandum of Understanding (MOU) with the San Pasqual Union Teachers' Association (SPETA) that permits a Remote Work Agreement for teachers seeking an alternate schedule to work from home to address childcare and health concerns. As noted above, a new Distance Learning Specialist position was created to lead and provide opportunities for students and staff. While most teachers will retain original assignments, some may be reassigned to distance learning should school resume on-campus instruction and parents opt for distance learning. Some classified staff (i.e., playground supervisors) will be reassigned to new duties (i.e., materials distribution) to support distance learning efforts.

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.]

Among the District's student population, nearly 25% of students are considered socioeconomically disadvantaged. 10.4% of students are English Learners while 2.2% are foster youth. 5.5% of our students are designated as homeless, with most of those students in the "double up" category (more than one family living in the same household.) Immediately upon school closure, the District made a concerted effort to support these, our most vulnerable and at risk, students. For our English Learners (EL) and Reclassified Fluent English Proficient (RFEP), case managers were assigned to each family. These case managers continued to communicate with families throughout the summer via our Summer EL Program. During this time, the EL Coordinator and instructional aides conducted home visits or connected virtually (phone, Zoom, Facetime, etc.) with students and families to provide instructional supports and troubleshoot technology issues. The majority of our foster youth reside at the San Pasqual Academy, a group foster home. A case manager was assigned to directly support students at the Academy. During the initial shutdown, many of our foster youth struggled with engagement. Team meetings and personalized programs are being formulated to meet the needs of these students. Additionally, as previously noted, devices and hotspots have been and will continue to be provided to all students in need.

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

Description	Total Funds	Contributing
Purchase technology (devices, hotspots, data subscriptions) to facilitate distance learning for all students	60,000	Yes
Purchase distance learning curriculum/software	30,000	Yes

Description	Total Funds	Contributing
Create Distance Learning Specialist position	130,000	Yes
Form team to create distance learning professional development program for teachers and classified staff	8,000	Yes
Offer before school distance learning professional development for teachers and classified staff	45,000	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.]

The District is concerned with pupil learning loss, especially among our students with disabilities, foster youth, and English Learners. As previously noted, the District will prioritize their return to campus to both assess and support needs. The District's master schedule was modified to place an emphasis on English language arts and math instruction. Additionally, the daily schedule was modified to provide time for Designated EL instruction along with small group and 1-on-1 supports so that all students can receive necessary supports.

As previously noted, the District purchased additional tools to aid in the collection of formative assessment data and teachers use the results of those assessments to individualize learning. The District is developing an assessment calendar to formally assess student learning using the Measures of Academic Progress (MAP) and STAR Reading. It is anticipated that students will be tested three times per year, inclusive of CAASPP testing if administered as scheduled. The results of those assessments will be uploaded into both Multiple Measures and CORE Collaborative to receive both individual and comparative student data to determine both individual and collective learning loss. It should be noted that the District is concerned with the validity of any formal assessments pending the return of students to on-campus learning.

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.]

The threat of learning loss, especially among our English learners, low-income, foster youth, and pupils with exceptional needs, remains a significant concern as long as students remain in distance learning. Until students return to campus, students will continue to suffer learning losses and strategies to mitigate are limited. As such, the Districts primary action and strategy to address these learning needs is to safely bring students back to campus.

While the District will continue the use of case managers and paraprofessional supports for these students, the District prioritizes their return to on-campus learning. We anticipate that the primary learning loss in our English learners will be due to lack of home supports, inconsistent technology, and lack of English spoken at home. By returning students to on-campus learning, those students will have access to reliable technology, supports from school staff, and academic use of the English language. Similarly, our students with disabilities, especially those that have attentional difficulties, struggle in the virtual learning environment. Instructional aides are assigned to support to provide supports before, during, and after instruction. However, a return of those students to campus is an essential first step to mitigating and remediating learning loss. Our foster youth, most of whom reside at San Pasqual Academy, do not consistently participate in the virtual learning forum. School staff has visited the Academy on several occasions to support "at home" learning but lack of effective supervision during instructional time remains an ongoing concern. Foster Youth has been invited to return for on-campus but have declined to return at this time. Once students return to campus and accurate assessment data can be obtained, more specific learning loss strategies will be developed based upon that data.

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.]

As previously stated, until valid assessments can be administered, the scope and specificity of learning loss is unknown. Once assessment data is obtained, it will be analyzed on the school, grade level, and student levels. Based on that data, goals will be set to address identified needs and plans developed. Once students return to class, daily formative assessment data will be more readily available, enabling teachers to more effectively utilize the Visible Learning (Hattie) and Teacher Clarity (Fisher) strategies to support student learning in real time.

Similarly, since our last assessment was administered 8 months ago, it will be difficult to determine the effectiveness of our current learning loss strategies. Once valid assessment data is obtained, that will establish the current benchmark (what are our current levels?). If students have made anticipated progress (i.e., 8 months of academic growth) since their class assessment, our distance learning efforts and learning loss strategies would be considered highly effective. As some learning loss is anticipated, these tests would establish the new baseline and dictate our next steps.

Our primary tools for comparative analysis will be interim and summative state testing system (CAASPP), STAR Reading, and Measures of Academic Progress (MAP). Additionally, teachers will utilize other curriculum-embedded assessments to determine students' progress toward grade-level standards in all curricular areas.

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

Description	Total Funds	Contributing
Purchase and administer Measure of Academic Progress, Star Reading testing	8,100	No

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 San Pasqual Union School District has partnered with the San Diego County Office of Education to support staff and students through the School Climate Transformation Grant (SCTG). The project is a five-year initiative that provides training, coaching, and resources to build the capacity of the school staff to develop a differentiated continuum of positive support for students, integrating and addressing behavioral, social, and emotional needs and expectations within a multi-tiered system of support (MTSS) framework. The project objectives are to:

- 1) Develop Multi-Tiered System of Support (MTSS) leadership teams
- 2) Build capacity to ensure the sustainability of MTSS
- 3) Impact school climate through the implementation of evidence-based practices.

Additionally, the district has partnered with Care Solace, a mental health and substance abuse referral service. As of August 1, 2020, the system was accessed 210 times and numerous families referred for treatment and support.

The District restructured its special education department to increase counseling services to students. Specifically, the District hired a Special Education Coordinator/School Psychologist who is tasked with program development and counseling supports for all students in need.

For our staff members, we have coordinated with the San Diego County Office of Education to provide a "Self-Care for Educators" workshop. Additionally, our school psychologist will host an outdoor, physically distanced event for staff to interact and connect outside of the virtual environment. Additionally, the principal hosts an optional weekly meeting for staff to check-in and receive supports.

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.]

1. If a student does not engage in learning for 60% of the week (3 of 5 sessions), the teacher or other school staff will contact the student to inquire about disengagement, establish expectations for participation, and provide support.
2. If no improvement, the teacher or other school staff will contact the student's parent/guardian to inquire about disengagement, establish expectations for participation, and provide support.
3. If no improvement, the teacher or other school staff will schedule a meeting with the parent/guardian and student and create a formal engagement plan.
4. If no improvement after the meeting with the teacher or the parent/guardian will not meet with the teacher, the teacher reports the disengagement to the Assistant Principal who will assign the student a Case Manager to assist the student in implementing an engagement plan.
5. The case manager will update the Assistant Principal every 3 weeks, including recommendations to support student success.

For students speaking a language other than English, the District will coordinate with DELAC and the English Language Coordinator to provide outreach and support. Similarly, messages will be provided in both English and Spanish.

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 San Pasqual Union School District will continue to meet all federal nutrition standards in compliance with the National School Lunch Program (NSLP) under the Healthy, Hunger-Free Kids act. When in-person instruction is permitted, the salad bar and other self-serve options will be discontinued. During Distance Learning, a "grab and go" breakfast/snack and lunch will be available for a fee or free and reduced for those who qualify. Currently, the District is contemplating a food delivery service, off-campus food pick-ups, and/or partnership with another school district to better assist families in receiving nutritional services.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
5.52%	\$243,831

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.]

The services in the Learning Continuity and Attendance Plan demonstrate targeted services to meet the needs of unduplicated students. The expenditure of LCFF Supplemental Funds were used for the ELD Coordinator who provides professional development for all staff and services principally directed to English learners, low-income students, and those students experiencing homelessness. The ELD Coordinator (specialist/coach) provides family engagement through the Mano-o-Mano program, Family Literacy Project, and DELCAC. The continued focus around EL students and their parents has helped to grow participation within the school and has helped EL students in the areas of academic achievement and personal social development, as confirmed via parent input during DELAC meetings. The EL Coordinator will continue to facilitate summer intervention, after-school tutorials, and individual plans for each English Learners. The additional time within the master schedule for grades K-8 provides time for ELD support without removing students from core instruction. While this time can be used to facilitate intervention and differentiated instruction to meet the needs of all students, a focus remains on English Learners, Special Education students, Foster Youth, and students experiencing homelessness (unduplicated students). PLC meetings address access to rigorous CCSS and provide the teachers and students with supports.

The Distance Learning Coordinator/Reading Specialist oversees our Distance Learning program and provides direct supports for students on Home Learning. She also provides TK-8 Reading Support for all at-risk students with a focus on English Learners, Foster Youth, Low-Income students, and students experiencing homelessness. The Distance Learning Coordinator/Reading Specialist collaborates with EL and Special Education Coordinators in supporting unduplicated and special needs students. The actions and services outlined are the most effective use of funds in meeting the needs of unduplicated students based upon past practice and evidence determined from ELPAC, SBAC, internal assessment results, and teacher input. Research has proven that additional time with a highly qualified teacher as well as structured research-based reading/literacy interventions provide the necessary scaffolds and supports for students to succeed.

[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 in the Learning Continuity and Attendance Plan demonstrate targeted services for unduplicated students for the 2020-21 school year. The expenditure of LCFF Supplemental Funds were used for the ELD Coordinator who will provide services principally directed to unduplicated students. EL Coordinator provides family engagement through the Mano-o-Mano program and DELAC. In addition, the LCAP emphasizes mental health services and supports for all students. Teacher learning sessions address distancing learning techniques and strategies to actively engage all students in rigorous learning opportunities. Supplemental materials, as well as additional curricular resources, are provided to increase access to the core content. Essential Learning Plans and training for staff in assessment practices

support increased achievement. The actions and services outlined are the most effective use of funds in meeting the needs of unduplicated pupils based upon past practice and evidence determined from internal assessments, teacher input, and SBAC/CAASPP results.

Research has proven that additional time with a highly qualified teacher as well as structured research-based reading/literacy interventions provide the necessary scaffolds and supports for students to succeed. Additionally, research related to parent involvement and engagement highlights the importance of involving parents in their child's education. These partnerships and outreach activities are vital to each student's success, especially when students are learning at home through distance learning.

For our English Learners (EL) and Reclassified Fluent English Proficient (RFEP), case managers are assigned to each family. These case managers communicate with students and families at least weekly via their preferred method of communication. ELs participate in small group sessions with their classroom teachers, the English Learner Coordinator, and the EL instructional aides. English Learners have Designated ELD materials and time Designated ELD time scheduled within the instructional day.

The majority of our foster youth reside at the San Pasqual Academy, a group foster home. A case manager is assigned to directly support students at the Academy. Through communications with the Academy Director, it was determined that students lacked sufficient technology to complete online assignments. As such, devices were purchased and deployed. Additionally, paper packets were provided to supplement online work. The case manager maintains regular and frequent communication with the Director, Court Appointed Special Advocates (CASAs), educational rights holders, county social workers, clinicians, and Academy staff. A document was created to track student supports and work completion.

To promote equity in learning, the District made technology deployment a top priority. Immediately upon school closure, devices (iPads and Chromebooks) were immediately deployed to unduplicated students as needed. Subsequently, 100 additional Chromebooks were donated by the SP School Foundation for at home deployment.

Several specialist positions and programs are targeted to support foster youth, English learners, low-income students, and students experiencing homelessness. Most notably, upon permission to reopen schools to on-campus learning, our foster youth, English Learners, low income students, and students with disabilities were the first students invited to return for on-campus instruction and support. These on-campus supports included assessing learning loss and providing targeted interventions. Once other students return to campus, these students will continue to receive intensive supports while integrating with others in a whole class setting.