



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
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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. Per the current health order, the school will remain closed to on-campus instruction for the foreseeable future per the local health order. As such, all students will continue to be educated via distance 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. The public hearing for the 2020 Learning Continuity and Attendance Plan is scheduled for August 11, 2020. As public gatherings are not currently permitted, the meeting will be broadcast via Zoom. 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

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

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

[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.

At the time of this writing, per local health order, "All public, charter and private schools shall not hold classes on the school campus, and shall conduct distance learning only ..." The District has formally expressed interest in a waiver to offer to conduct on-campus instruction and intends to offer classroom-based instructional as soon as both permissible and safe to do so.

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	
Purchase and install barriers for areas where 6-foot distancing cannot be maintained	10,000	

Description	Total Funds	Contributing
Purchase additional custodial supplies for intensive cleaning and sanitation efforts	30,000	
Purchase and install floor decals and directional signs to promote distancing and healthy practices on campus	1,000	
Purchase and distribute items to facilitate screening, sanitizing, masking, etc.	12,000	
Purchased equipment (deks, chairs) to accomodate physical distancing	10,000	
Hire additional custodial staff	\$11,500	

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.]

Program Offerings:

"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 is making preparations for 100% Virtual Learning to start the 2020-21 school year. The District is also preparing to transition between 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

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.

Per health conditions, guidance, and regulations, Model A options could include a modified day with students released early to address physical distancing challenges during the lunch breaks. If/When this model is implemented, parents may still opt not to return to campus and would be able to enroll their child in a Distance Learning or a Home Learning program. A blended learning model (learning part at-school, part at-home) is not offered within Plan A. However, for those students opting for the Distance Learning model, accommodations would be considered on a case-by-case basis to meet a child's specific learning needs.

It should be noted that if parents opt for Distance Learning or Home Study 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.

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

When on-campus learning is permitted to resume, if it is not prudent to return to 100% on-campus learning, the next option, Model B, Blended Learning, would increase physical distance by having some or all students attend on-campus learning part-time. This model could be implemented whole-school or targeted for specific grade levels for which social distancing students is more problematic. Similar to the On-Campus Model, the school would adhere to CDPH guidelines including daily health screens, social distancing, facial coverings, and enhanced cleaning. Several blended models were considered, including Alternating Days (2 Full Days On-Campus, 3 Days Distance Learning), Alternating Weeks (4 Full Days on Campus, Alternate Weeks Distance Learning), and Alternating Times (4 ½ Days on Campus, remainder Distance Learning).

At present, if/when permitted and as appropriate, the District plans to implement the Alternating Days model (Mondays and Wednesdays or Tuesdays and Thursdays), with an early release of 1:00pm for most students (lunch at home) to create and maintain smaller cohorts, increase physical distancing, and promote cleanliness and sanitation. In addition to Virtual Learning sessions, Fridays would be used for students to schedule in-person appointments and access additional services, including those receiving IEP services and English Learner supports. Model B will mirror Model C's Virtual Learning schedule, curriculum, pacing, and tools to promote continuity of instruction and learning. As with Model A, families may still opt for 100% Distance Learning.

Model C - 100% Virtual Learning

Under San Pasqual Union School's Virtual Learning program, instruction will be 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 will receive tailored instruction via whole class, small group, and 1:1 support to meet the academic, social, and emotional needs of learners. Students will 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.

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

- Standards-aligned content at a level that is substantially equivalent to in-person instruction
- Daily live interaction with teachers and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.
- 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.

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, the delivery of these hotspots were delayed by the vendor and arrived too late in the school year to provide meaningful benefit. However, the hotspots were still deployed in support of a summer learning program designed to mitigate learning loss. Upon return to school, the District will resurvey parents and assess technology needs. Based on that information, device deployment is scheduled for our "1st Day of School Meet Your Teacher Drive-Thru."

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 and 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 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) professional development days to the school calendar which will now provide for four (4) full days of training for all teachers prior to the start of the school year. Additionally, the master schedule was modified to provide additional professional development hours for staff.

Staff Roles and Responsibilities

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

As long as it remains safe to do so, all staff is expected to return to the school site for on-campus instruction. 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. 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 through 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 will be devised 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	
Purchase distance learning curriculum/software	30,000	
Create Distance Learning Specialist position	130,000	Yes
Form team to create distance learning professional development program for teachers and classified staff	8,000	
Offer before school distance learning professional development for teachers and classified staff	45,000	

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 master schedule will be modified to place an emphasis on English language arts and math instruction. Additionally, the daily schedule will be modified to support small group and 1-on-1 supports for all students to 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). However, until students return to campus, the results of such assessments will be used with caution.

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. The District will continue the use of case managers and additional supports to provide supports for these students. The District has applied for a waiver to return some students to on-campus learning. If the waiver is granted, students in these at-risk categories would be the first to receive such services. If/When all students can return to campus under a blended learning model, students in these categories would receive more on-campus instructional time.

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.]

We anticipate that teachers will have access to the interim and summative state testing system (CAASPP) to measure effectiveness. The effectiveness of the supports provided to address learning loss will be measured when students return to campus and can be tested under controlled circumstances.

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	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The 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.

Finally, the District is restructuring its special education department to increase counseling services to students. Specifically, the District intends to hire a Special Education Coordinator/School Psychologist who would be tasked with program development and counseling supports for all students in need.

Pupil 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.

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]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Section	Description	Total Funds	Contributing
if the action does not apply to one specific section]			

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.]

Pending

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

Pending