Learning Continuity and Attendance Plan (2020–2021)

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

The COVID-19 pandemic has had a detrimental impact on Lucerne Valley Unified School District and the community it serves. On March 13, 2020, the district had to move to a distance learning platform to meet the educational needs of its students. Teachers had to quickly work to create standards based packets and set up virtual classrooms, with little to no training, in order to deliver instruction. The district had to move quickly to survey parents as to who was in need of internet hotspots as well as student need for devices. The district had to quickly prepare devices and order hotspots to provide to families.

Since the end of the 19-20 school year, LVUSD has met with both certificated and classified units to prepare for the 2020-21 school year. Meetings included planning for distance learning, planning for return options, planning/researching online and approved programs to supplement distance learning for our students. It also included implementing safety procedures to keep students and staff members safe once students are able to return to in-person instruction. In anticipation of an approval of our Elementary waiver, 1000 desk shields were purchased, 11,300 additional PPE were purchased for students and staff, 16 outdoor handwashing stations were installed at the elementary and middle and high school, HEPA filters were also purchased for classrooms and common areas, Plexiglass was installed in the offices, attachments were purchased to convert drinking fountains into water bottle refill stations. During this time LVUSD has also had to purchase additional laptops and hotspots to ensure each student would be able to connect to their teacher during distance learning. LVUSD purchased an additional 190 laptops and 200 hotspots to ensure all students had a device and all students with limited or no access to the internet had a hotspot. With the move to distance learning, we also needed to make sure that our teachers had up-to-date laptops that could better support running virtual meeting and learning software. 25 teacher laptops have been purchased for this reason.

As a district we also had to make investments in virtual curriculum. The district partnered with Acellus to provide virtual learning platforms for students in grades K-12. This required the district to hire an additional 4 (2 in Elementary, and 2 from the middle and high school) teachers to cover the number of students enrolled in our virtual programs. Acellus is completely virtual for students in grades K-12. They will still meet with 1 of the 4 teachers every day in order to adhere to the CDE requirements. Many teachers had to be trained in this program. LVUSD also had to make an investment in cleaning supplies and safety equipment. To ensure custodians could properly sanitize classrooms and offices, new equipment and cleaning solutions had to be purchased, new cleaning procedures had to be implemented, additional hours had to be added to custodian schedules to allow for additional training, more in-depth cleaning and 2 additional part-time custodians had to be hired to help cover cleaning after school hours.). As a district, we also had to make sure we were still providing meals to students in the district. During this time the district served over 20,200 meals to students within the district.

The biggest impact of COVID19 on the community is that, with the physical closing of schools, many 2 parent income families have had to go to 1 income families, so that 1 parent can be home with the school age children. This has been financially devastating to many families as well as the entire community, which is predominantly low SES. This plan and the team that built it, is informed on the financial impact of COVID19 on the community and the educational loss to our students.

Stakeholder Engagement

LVUSD surveyed its stakeholders about distance learning from this past spring and what distance learning could look like in the upcoming school year (2020-21). Notification of the survey was sent out through the AERIES all-call system, which does not require internet and is sent out in preferred language, LVUSD social media accounts, and email. LVUSD was also able to meet with parents, certificated and classified employees, as well as community members to discuss what the 2020-21 school year would look like if we were to come back in person, in a hybrid model, or in distance learning only. Input was given as to what processes and procedures would need to be in place for each model, what supplies would be needed for staff, students and families in each model, technology needs for students and staff and contingency plans based on ever-changing circumstances. A Reopening Committee was established to create these comprehensive plans on what each of these models would look like based off of stakeholder feedback. Students filled out surveys through Survey Monkey in order to give feedback.

LVUSD School Board meetings, ELAC, SSC meetings are broadcast via webinar. Anyone can join the meeting and submit questions to the Board of Trustees or district administration. Participants may also call into the meetings and participate in discussions/question panels. Notification for the meetings is sent out via Aeries All-Call and district social media as well as being posted at the site. The public hearing notice was posted 10 days in advance, on August 3rd on the district website, school sites, district office, and local media stations. The notices were posted in English and Spanish. The public hearing for our Learning Continuity and Attendance Plan was on August 13, 2020. It was posted 10 days in advance via the notice and feedback forms available both online and in person. We had a second stakeholder engagement meeting on August 25th via Zoom. Anyone can join the meeting and submit questions to district administration. Participants may also call into the meetings and participate in discussions/question panels. Notification for the meetings is sent out via Aeries All-Call, in preferred language, and district social media as well as being posted at the site. The district provided a bilingual aide during the meeting to offer support, translation, as well as ask/answer questions. A stakeholder meeting was also held at the Lucerne Valley Economic Development Association on August 5th with over 70 community members in attendance and also at the Homestead Valley Community Council on August 10th with over 20 people attending. The LCP is planned on being adopted September 10th.

Feedback from our parents and families, were collected via Google Forms, District wide, 70% stated they wanted their students to return to school sites either in a hybrid or full time model for instruction for the 2020-21 school year. They felt that their students learned best at school and with their peers, especially those on an IEPs, receiving EL support or receiving any county or district support services. Feedback from teachers included concerns about students being effectively engaged with distance learning, having safety measures in place including sanitizing procedures, social distancing, wearing masks and small group instruction/ implementation of cohorts during in-person instruction. With that being said, a majority, 82%, they would feel safe returning to the classroom. Stakeholder feedback also suggested putting in HEPA filters in classrooms by request, and in common areas. Other concerns were in regards to students having access to the internet, so the district purchased 200 WiFi Hotspots.

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

The results of stakeholder input, mostly centered around students SAFELY returning to the site as soon as possible, first on a hybrid and then full time instruction. LVUSD adjusted its plan to make sure there were several options for parents to choose from prior to and when school resumes. During distance learning students could enroll with our Virtual Academy; run on the platform Acellus & monitored by credentialed LVUSD teachers. These students would meet with their teacher on a daily basis through Google Classroom, Google Meets and/or Zoom. Teacher/student communication are a necessary part of distance learning. However, it is the stakeholder

input that encourage the use of Zoom over Google Meet. There are many security issues that were brought to light by the stakeholders and influenced LVUSD's choice to use Zoom. The Acellus program was invested in because stakeholders were concerned that distance learning was not as beneficial to students on 504s, IEPs, ELs, and other learning restrictions or limitations and the Acellus program has built in tools to specifically and directly support these students. This online learning platform is for families who wish to enroll students in virtual learning due to health concerns, or other reasons, relating to sending students back onto a campus. A hybrid model was also developed, where instruction would be in person and online in multiple cohorts, keeping the student numbers low. HEPA filters have been purchased, 200 WiFi hotspots have been purchased, as well as WiFi boosters for the parking lots of the Elementary School and Middle High School. The LCP was presented to the PAC/DAC & ELAC virtually on 08/03 and there was no feedback. It was solicited through all calls, public hearings, notifications of the LCP, emails, surveys, etc.

. 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.]

While schools across the county will be in a distance learning model until notified by the CA Department of Public Health that San Bernardino County has made it off the watch list for cases of COVID-19. Lucerne Valley Elementary, under the waiver will be open under the hybrid model starting on 08/20/20. We will begin in a hybrid model of in-person instruction. A hybrid model allows us to meet the academic and social emotional needs of our students while maintaining a safe social distance to keep students and staff safe. A hybrid model allows us to take advantage of blending in-person and technology based instruction to provide the needed support for all students. Students will be split into 2 groups, by household, and will attend in-person two days a week and remotely the rest of the week. Teachers will provide "Office hours" on Wednesdays for all students who need additional support. Wednesdays will be used to allow students to continue to work on their school work, teachers to hold small group and/or one-one-one intervention time to support EL learners, students with disabilities, foster youth and students experiencing homelessness. Teachers will provide live instruction and record lessons that can viewed again later, paused to allow students to work or viewed at a slower rate to allow for greater student understanding, supporting EL and SAI learners.

Hybrid Schedule:

Grades 9-12

Students in grades 9-12 at the comprehensive high school will attend school 2 consecutive days Monday & Tuesday or Thursday & Friday. When students are not at school they will be able to log into a live feed of the classroom. Students will then have live instruction every day as a result. Wednesdays will maintain the early out schedule that was board approved. After class, from 1:15-3:30 teachers to hold office hours, work with small groups or individual students who need additional support and assistance, collaboration with other teachers and additional training on blended learning or other necessary topics. Students in special programs or who require additional support will be provided with opportunities to attend in-person instruction more than the two days that we will provide to every student. These will include special education, homeless, foster youth, EL, low-income, 504 Plan students.

Grades 7-8:

Students in grades 7-8 at the middle school will attend school 2 consecutive days Monday & Tuesday or Thursday & Friday. When students are not at school they will be able to log into a live feed of the classroom. Students will then have live instruction every day as a result. Wednesdays will maintain the early out schedule that was board approved. After class, from 1:15-3:30 teachers to hold office hours, work with small groups or individual students who need additional support and assistance,

collaboration with other teachers and additional training on blended learning or other necessary topics. Students in special programs or who require additional support will be provided with opportunities to attend in-person instruction more than the two days that we will provide to every student. These will include special education, homeless, foster youth, EL, low-income, 504 Plan students.

Grades TK-6:

Students in grades TK-6 who attend elementary schools in the district will attend school 2 consecutive days, Monday & Tuesday or Thursday & Friday. When students are not at school they will be able to log into a live feed of the classroom. Students will then have live instruction every day as a result. Wednesdays will maintain the early out schedule that was board approved. After class, from 1:15-3:30 teachers to hold office hours, work with small groups or individual students who need additional support and assistance, collaboration with other teachers and additional training on blended learning or other necessary topics. Students in special programs or who require additional support will be provided with opportunities to attend in-person instruction more than the two days that we will provide to every student. These will include special education, homeless, foster youth, EL, low-income, 504 Plan students.

In order for the district to ensure learning and competency development is being monitored, LVUSD has purchased iReady site licenses for district. This platform has a diagnostic test for students and its tests are aligned to the CAASPP Framework. This will help us to identify students that have experienced learning loss as well as address it by assigning lessons according to where a student needs additional support.

Foster Youth

• Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs. Parent "town hall" Zoom meetings (virtual back-to-school-night/open house)

• Establish policy and data infrastructure necessary to support and monitor educational progress

•We will continue to provide information and support our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

Special Education

• Providing additional support to pupils with assistance from our instructional aides to supplement teacher instruction

• Closely following IEPs and Implementing supports in virtual format.

• Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances

• Students will continue to have access to supports and services listed in their IEPs (as close as we can). They will have access to general education teachers, SAI teachers and support staff. SAI teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

Homeless

• Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance

- Providing technology (including hotspots) and school materials/resources to ensure pupil is able to actively engage in distance learning model
- Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support
- Continue to provide information and support to our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

English Language Learners

- Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards via a virtual platform
- Frequent communication with parents/guardians to gather information about appropriate strategies
- supports, including SDAIE strategies will be embedded into the regular curriculum. Those needing additional support will be offered small groups or 1:1 instruction by their teacher as needed. ELL students will be placed in the Language Live program and in 7th-12th ELL students will be placed in a 0 period and enrolled in a support Acellus program,

All students:

- We will continue our SAT (Student Advisory Team- A team that is assembled in order to help a student that is struggling academically or behaviorally.) processes as normal for identifying and supporting at risk students. We will be implementing SEL in a virtual format in order to support the social emotional needs of our students. Staff has had professional development training in grades 7-12 (SEL curriculum is School Connect for 7th -12th & Second Step for 1st-6th). One day a week students needing additional support or enrichment may also be assigned work specific to their needs. After hours tutoring will also be available to students who are identified as significantly at risk. Tutors will also be made available through our local community college.

HEALTH AND SAFETY OF STUDENTS & STAFF

Hand Hygiene

To prevent the spread of respiratory infections from one person to the next, frequent hand washing will be implemented.

Hand hygiene procedures include the use of alcohol-based hand rubs and hand washing with soap and water. Washing hands with soap and water is one of the most effective ways to prevent the spread of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer (containing at least 60% ethanol alcohol).

Properly hand wash with soap and water by:

- Wet hands first with water.
- Apply soap to hands.

- Rub hands vigorously for at least 20 seconds, covering all surfaces of hands and fingers.
- Rinse hands with water and dry thoroughly with paper towel.
- Use paper towel to turn off water faucet.

Alcohol-based hand rub is an ideal method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids), and may not remove harmful chemicals from hands like pesticides and heavy metals, in which case soap and water should be used. Hand hygiene stations should be strategically placed to ensure easy access.

Using Alcohol-based Hand Rub (follow manufacturer's directions):

- Dispense the recommended volume of product.
- Apply product to the palm of one hand, and
- Rub hands together, covering all surfaces of hands and fingers until they are dry (no rinsing is required). This should take around 20 seconds.

Hand washing facilities will be maintained to provide adequate supply of hand washing soap and paper towels.

Coughing and Sneezing Etiquette

Covering coughs and sneezes and keeping hands clean can help prevent the spread of serious respiratory illnesses.

To help stop the spread of germs:

- Cover mouth and nose with a tissue when coughing or sneezing.
- Throw used tissues in the trash.
- If a tissue is not available, cough or sneeze into the elbow – not in hands.
- Immediately wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean hands with a hand sanitizer that contains at least 60% ethanol alcohol.

Avoid Close Contact – Distancing

Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is 6 feet. To help prevent the spread of respiratory disease, employees should avoid close contact with people outside their household or those who are sick within their household.

Each site will have a plan in place to ensure social distancing at their location. The plan will include, but is not limited to the following:

- Increasing physical space between employees by modifying the workspace.
- Avoiding shared work spaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible. If they must be

shared, following the Cleaning and Disinfecting the Building and Facility Guidelines to clean and disinfect shared workspaces and work items before and after use

- Increasing physical space between employees and public by offering drive-through service or physical barriers such as partitions. Using signs, tape marks, or other visual cues on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.

- Close or limit access to common areas where employees are likely to congregate and interact.
- Delivering services and holding meetings remotely by phone, video, or Internet.
- Limiting any unnecessary travel with passenger(s) from one site to another in work vehicles and personal employee vehicles.
- Eliminating all non-essential and non-related services, such as entertainment activities.
- Using videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, holding meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.

Employees will also be asked to practice social distancing outdoors including, but not limited to the following:

- When working in sports fields, playgrounds, assembly areas, and/or other outdoor areas.
- Before starting the work shift.
- After the work shift.
- Coming and going from vehicles.
- Entering, working, and exiting physical buildings or other structures.
- During breaks and lunch periods.

Cloth Face Coverings

Unless otherwise directed by your supervisor, all employees should cover their mouth and nose with a cloth face cover when around others and follow any state, county, or local mandates/ guidelines.

- You could spread COVID-19 to others even if you do not feel sick.
- Everyone should wear a cloth face cover. (Cloth face coverings should not be placed on anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.)
- The cloth face cover is meant to protect other people in case you are infected.

If an Employee is Sick

Employees will be asked to monitor their health each day and are asked to notify their supervisor before their scheduled shift and prior to arriving at the site, if they have been exposed to someone with COVID-19 or they have a temperature of 100.4 or more, tiredness, chills, shortness of breath, difficulty breathing, nausea, vomiting, diarrhea, sore throat, loss of taste or smell, cough, or muscle pain. If an employee is not feeling well and is exhibiting symptoms that may be attributed to COVID 19, such as acute respiratory symptoms or a fever Lucerne Valley Unified School District will:

- Immediately send employees with acute respiratory illness symptoms home or to medical care as soon as possible.
- Actively encourage sick employees to stay home.
- If an employee goes home because they are sick, follow the cleaning and disinfecting the building and facility guidelines to disinfect the area/room/office where the person worked, the tools and equipment they used prior to use by others.
- Employees who are well but who have a sick family member at home with COVID 19 should notify their supervisor and follow CDC recommended precautions.
- Ensure employees who are out sick with fever or acute respiratory symptoms do not return to work until both of the following occur:

o At least 3 full days pass with no fever (without the use of fever-reducing medications) and improvement in respiratory symptoms.

o At least 10 full days pass since symptoms first appeared

- Ensure employees who return to work following an illness promptly report any recurrence of symptoms. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies. Examples of PPE include: gloves, goggles, face shields, face masks, and respiratory protection, when appropriate. During an outbreak of an infectious disease, such as COVID 19, recommendations for PPE specific to occupations or job tasks may change depending on geographic location, updated risk assessments for workers, and information on PPE effectiveness in preventing the spread of COVID-19. The District will conduct a hazard assessment to determine if hazards are present in the workplace that necessitate the use of PPE. If the District identifies COVID-19 as a workplace hazard, it will select and provide exposed employees with properly fitting PPE that will effectively protect employees. The District will stress hand hygiene before and after handling all PPE.

Washing Facilities

Notify your supervisor if any washing facilities do not have an adequate supply of suitable cleansing agents, water, and single-use towels or blowers. Cleaning and Disinfecting Lucerne Valley Unified School District will establish routine schedules to clean and disinfect common surfaces and objects in the workplace. This includes, but is not limited to, classroom technology devices, counters, tables, desks, chairs, benches, door handles, knobs, drinking fountains, refrigerators, portable restroom and bathroom surfaces, automobiles and buses – inside and out, and trash cans. The process of disinfecting includes providing disinfecting products that are EPA approved for use against the virus that causes COVID-19 and following the manufacturer's instructions for all cleaning and disinfection products (e.g., safety requirements, PPE, concentration, contact time). Corona viruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection. Disinfectants kill germs on surfaces after cleaning, that can further lower the risk of spreading infection. Employees will need to follow the District’s approved disinfecting products and procedures when using disinfectants.

Disinfecting procedures include:

• Some surfaces only need to be cleaned with soap and water. For example, surfaces and objects that are not frequently touched should be cleaned and do not require additional disinfection.

• Clean and disinfect frequently touched surfaces daily and shared work spaces and work items before and after use.

• Store and use disinfectants in a responsible and appropriate manner according to the label.

• Store all disinfectants out of the reach of children.

• Do not overuse or stockpile disinfectants or other supplies.

• Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.

• Areas unoccupied for 7 or more days need only routine cleaning.

• Outdoor areas generally require normal routine cleaning and do not require disinfection.

Electronics: For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines:

• Follow manufacturer's instructions for cleaning and disinfecting.

• If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

Cleaning and Disinfecting Building or Facility if Someone is Sick:

• Close off areas used by the sick person.

• Open outside doors and windows to increase air circulation in the area. o Wait 24 hours before you clean or disinfect.

o If 24 hours is not feasible, wait as long as possible.

• Clean and disinfect all areas used by the sick person, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, and remote controls.

• Always wash immediately after removing gloves and after contact with a sick person.

• If more than 7 days since the sick person visited or used the facility, additional cleaning and disinfection is not necessary.

• Continue routine cleaning and disinfection

Employee Training

Lucerne Valley Unified School District will provide regular training for employees on the following topics:

• What is COVID-19 and how is it spread.

• Signs and symptoms of COVID-19.

- When to seek medical attention if not feeling well.
- Prevention of the spread of COVID-19 if you are sick.
- Physical and social distancing guidelines.
- Importance of washing hands with soap and water or use of hand sanitizer if soap and water are not readily available.
- Reminders and methods to avoid touching eyes, nose, and mouth.
- Coughing and sneezing etiquette.
- Safely using cleansers and disinfectants.

Compliance This addendum will be reviewed regularly and according to federal, state, and local requirements. These guidelines and written addendum are subject to change as information is received and the situation evolves. In addition to the safety procedures outlined in this Addendum, Lucerne Valley Unified School District will adhere to the health and safety provisions of the Covid-19 Memorandum of Understandings (MOUs). The campus will have limited guest access. Visitors can go to the office, but not on campus. Anyone on campus must adhere to the social distancing rules and wear a mask. Students and staff will have their temperature taken when they arrive on campus.

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

Description	Total Funds	Contributing
Health Materials: Thermometers, handwashing sinks, PPE, Desk Shields, shade structures, Air Purifiers, Air Filters, Hand sanitizer and dispensers, Plexiglas for office staff, COVID - 19 Prevention Signs, FFA Bathrooms with handwashing sinks	$150,000	Yes
Student Support Services: Hired 2 custodial positions, training and additional custodial, maintenance, campus aides, instructional aides, clerical, technology, nutrition, transportation staff hours	$200,000	Yes
Acellus Program	$34,750	Yes
iReady	$9,662	Yes
Study Sync	$5,428.92	Yes
LanguageLive	$7,452.60	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.]

Prior to the March 13th shutdown, teachers within the sites and departments worked diligently to created aligned pacing plans, establishing power standards, and designing a model that has continuity across the disciplines. LVUSD also uses online platforms across the District-Google Classroom, Zoom, Google Suite, district adopted curriculum and this will ensure all students, regardless of teacher or platform, will be learning the same standards at a given time.

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.]

The process that the district went through to determine the need and connectivity needs of our students were, LVUSD went 1:1 during the 2019/2020 school year putting a device in the hand of every student. It was established that all students had a device issued to them. Prior to the start of the school year LVUSD held multiple "Open House Drive Thru" events. These events were designed to get schedules, textbooks, update enrollment packets, supplies, etc. to the students by stopping at multiple stations. The first station was a Chromebook and connectivity check. Our IT department was present to check on Chromebook concerns, issue replacement Chromebooks/chargers where necessary, make repairs, help with log-on, and address software/hardware concerns. LVUSD bilingual aides were also present to talk to all students regarding their home internet. Based on this information, LVUSD is providing 300 "hotspots" to families and staff who have no or limited connectivity. However, Lucerne Valley is rural and there are many areas that are dead zones where WiFi will not work WiFi boosters were purchased and set up in the parking lot of the elementary school and middle high school. The boosters are open, (not password protected) and do not have a time limit on them. Students, families and staff that need technology support will be able to connect with the IT Department to get their technology questions answered through the district website.

For families that are in the dead zone situation, that they rely on the district bus system to get them to school, students are left with no way to access the WiFi through the school parking lot or hotspot. We developed a plan for them. A bus runs to their stop, picks them up, takes them to the high school, they utilize the school's WiFi and remotely attend their classes from the media center, and at the end of the school day the bus takes them home.

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 will meet daily with students for synchronous instruction and support. During this time, teachers will teach lessons, monitor for engagement, teachers will assign work and give assessments, that will be graded to monitor progress and assess learning. Daily attendance will be taken in our SIS program, AERIES, during synchronous instruction and will be monitored through the work that students complete as well and tracked in a weekly engagement log. Student participation will occur through Google Classroom, Google Meets, Zoom, emails and phone calls. Time value work and daily live instruction will be provided by each teacher to include at

least 180 minutes for TK-K, 230 minutes for 1st & 2nd grade and 240 minutes for grades 3-12. All work and instructional minutes will be verified by the classroom teacher and approved by site administrators.

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.]

1. Empowering Educators of English Learners with Resources for a Successful New School Year (County) 08/12/20 @ 2pm (Resources)
2. SEL Launchpad Virtual Staff Training and Digital Curriculum (School Connect-Outside vendor) 08/04/20 @ 1pm (Resources)
3. Google Suite Webinar via (www.simplek12.com/webinar) (Technology)
4. Zoom Tutorial (in-house) 08/06/20 @1pm (Technology)
5. SBCSS Professional Learning Modules: Facilitating the Foundations of Distance Learning (Resources)
6. 5 principles of Distance Learning 8/12 (Resources)
7. Google Classroom, Acellus, Illuminate, and Flip grid (Technology)
8. Per bargaining unit MOUs, certificated staff is on site and so it Tech Support. If tech support is needed, they are onsite and available.

Staff Roles and Responsibilities

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

All staff will have new roles and responsibilities during the upcoming school year. Teachers will work from their classrooms. Teachers will provide both synchronous and asynchronous lessons for students to access at home. Teachers will need to complete a weekly engagement log as well. Through a MOU, employees that have roles that are dependent on students on campus, have been reassigned. For example, Instructional Aides support the custodial teams, security is now supporting Maintenance and Operations.

All staff will need to adhere to district imposed health and safety protocols while working at school sites which will include: wearing masks at all times, social distancing, proper and frequent hand-washing and/or using hand sanitizer, sanitizing work stations, and daily temperature checks.

Staff required to wear appropriate PPE for COVID-19 disinfection and deep cleaning, assist in temperature screening of staff and students, once they return to campus, encouraged to engage in passive screening prior to leaving home. Due to the COVID-19 pandemic and the unprecedented nature of current conditions, some bargaining members may be asked to perform duties not currently contained within their current job description. Examples include but are not limited to:

- supporting disinfecting and cleanliness standards
- screening visitors, staff and students prior to entering campus
- screening and monitoring students on buses
- monitoring students on campus
- supporting social distancing measures
- assisting with student meal distribution
- providing on campus child supervision for children of essential staff

Teachers and Aides have been trained in Social Emotional learning and they support the needs of students, in addition to the new responsibilities listed above.

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.]

During distance learning, teachers will have “office hours” each day to meet with individual students and small groups to provide additional support for pupils with unique needs. Distance learning plans will be created through the IEP process for students. Special education teachers, along with their instructional aides, will be meeting with students on a daily basis in an effort to prevent learning loss. Supports for pupils with unique needs - homeless, SpEd, Foster Youth, and ELL will be given priority for in person instruction under the new Cohort information released on August 25.

- Hotspots and devices if need
- flexibility with scheduling live instruction with teachers

Foster Youth

- Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs. Parent "town hall" Zoom meetings (virtual back-to-school-night/open house)
- In order for the district to ensure learning and competency development is being monitored, LVUSD has purchased iReady site licenses for district. This platform has a diagnostic test for students and its tests are aligned to the CAASPP Framework. This will help us to identify students that have experienced learning loss as well as address it by assigning lessons according to where a student needs additional support.
- Provide information and support to at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

Special Education

- Providing additional support to pupils with assistance from our instructional aides to supplement teacher instruction
- Closely following IEPs and Implementing supports in virtual format.
- Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstance
- Students will continue to have access to supports and services listed in their IEPs (as close as we can). They will have access to general education teachers, SAI teachers and support staff. SAI teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

Homeless

- Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance

- Providing technology and school materials/resources to ensure pupil is able to actively engage in distance learning model
- Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support
- Provide information and support to at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

In order for the district to ensure learning and competency development is being monitored, LVUSD has purchased iReady site licenses for district. This platform has a diagnostic test for students and its tests are aligned to the CAASPP Framework. This will help us to identify students that have experienced learning loss as well as address it by assigning lessons according to where a student needs additional support.

Homeless

- Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance
- Providing technology (including hotspots) and school materials/resources to ensure pupil is able to actively engage in distance learning model
- Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support
- Continue to provide information and support to our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

In order for the district to ensure learning and competency development is being monitored, LVUSD has purchased iReady site licenses for district. This platform has a diagnostic test for students and its tests are aligned to the CAASPP Framework. This will help us to identify students that have experienced learning loss as well as address it by assigning lessons according to where a student needs additional support.

English Language Learners

- Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards via a virtual platform
- Frequent communication with parents/guardians to gather information about appropriate strategies
- Supports, including SDAIE strategies will be embedded into the regular curriculum. Those needing additional support will be offered small groups or 1:1 instruction by their teacher as needed. ELL students will be placed in the Language Live program and in 7th-12th ELL students will be placed in a 0 period and enrolled in a support Acellus program, The EL Coordinator will be the teacher and will meet with students virtually during this time to support.

• We will continue our SAT processes as normal for identifying and supporting at risk students. We will screen all 2nd-6th graders for our reading intervention program and enroll qualifying students into the program as a support. One day a week students needing additional support or enrichment may also be assigned work specific to their needs. After hours tutoring will also be available to students who are identified as significantly at risk. Tutors will also be made available through our local community college, to students who are taking more advanced courses, who may need more support.

In order for the district to ensure learning and competency development is being monitored, LVUSD has purchased iReady site licenses for district. This platform has a diagnostic test for students and its tests are aligned to the CAASPP Framework. This will help us to identify students that have experienced learning loss as well as address it by assigning lessons according to where a student needs additional support.

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

Description	Total Funds	Contributing
25 Teacher laptops + 190 Student Chromebooks- for students and teachers to participate in distance learning	$ 78,003.22	Yes
300 WiFi Hotspots- for students and teachers to participate in distance learning	$72,000	Yes
Site License Zoom- for students and teachers to participate in distance learning	$2,700	Yes
Acellus Program- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI.	$34,750	Yes
IReady- for students participate in distance learning-Curriculum Support, FY, EL, LI.	$9,662	Yes
Study Sync- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI.	$5,428.92	Yes
LanguageLive- for students and teachers to participate in distance learning Curriculum Support, FY, EL, LI.	$7,452.60	Yes
Virtual Academy for students and teachers to participate in distance learning - Curriculum Support, FY, EL, LI.	$659,605.56	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In the 1st quarter of the 20/21 school year, teachers will administer diagnostic assessments (iReady in Math and ELA) to measure student achievement and learning loss. The data from those assessments will be used to help create interventions for those students and develop plans for intervention. Students will also have access to online interventions platform to address deficits in math, reading, and language arts. Across the District, EL students will have access to Acellus and Language live to support their English learning needs as well as the support materials provided in the district adopted ELA curriculum. We will continue to implement our SAT program to give extra supports to students based on qualifications and as needed.

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.]

During distance learning, teachers will have “office hours” each day to meet with individual students and small groups to provide additional support for pupils with unique needs. Distance learning plans will be created through the IEP process for students. Special education teachers, along with their instructional aides, will be meeting with students on a daily basis in an effort to prevent learning loss. Supports for pupils with unique needs - homeless, SpEd, Foster Youth, and ELL will be given priority for in person instruction under the new Cohort information released on August 25. Assessments will be scheduled quarterly and re-evaluated when necessary. Students will have access to interventions online via; iReady, Language Live, Acellus, Orton-Gillingham, NextGen, STAR, ETC.
Students will be assessed on learning loss by taking standards based summative and formative assessments and remediation will be assigned and taught based off of the results of those assessments.
We will screen all 2nd-6th graders for our reading intervention program and enroll qualifying students into the program according to standards based summative and formative assessments and remediation. Middle and High school students will be invited to cohorts of their choosing, to support their academics. EL, FY, IL will have the option of busing.

Foster Youth

- Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs. Parent "town hall" Zoom meetings (virtual back-to-school-night/open house)
- Establish policy and data infrastructure necessary to support and monitor educational progress
- We will continue to provide information and support to our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

Special Education

- Providing additional support to pupils with assistance from our instructional aides to supplement teacher instruction
- Closely following IEPs and Implementing supports in virtual format.
- Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances
- Students will continue to have access to supports and services listed in their IEPs (as close as we can). They will have access to general education teachers, Sai teachers and support staff. SAI teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

Homeless

- Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance
- Providing technology and school materials/resources to ensure pupil is able to actively engage in distance learning model
- Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support.

• We will continue to provide information and support to our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

English Language Learners

• Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards via a virtual platform

• Frequent communication with parents/guardians to gather information about appropriate strategies
• Supports, including SDAIE strategies will be embedded into the regular curriculum. Those needing additional support will be offered small groups or 1:1 instruction by their teacher as needed. 2nd-6th grade students will be screened and placed in the RTI program following consistent qualifying criteria and grades 7-12 grade students will be screened and placed in the SAT program following consistent qualifying criteria
ELD students will be testing quarterly, or more often as needed. in both summative and formative assessments. Many of the utilized assessments are diagnostic and will give students areas to focus on where they are struggling or need more support.

Homeless

• Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance

• Providing technology (including hotspots) and school materials/resources to ensure pupil is able to actively engage in distance learning model

• Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support

• Continue to provide information and support to our at risk families. The counselor and principal have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

In order for the district to ensure learning and competency development is being monitored, LVUSD has purchased iReady site licenses for district. This platform has a diagnostic test for students and its tests are aligned to the CAASPP Framework. This will help us to identify students that have experienced learning loss as well as address it by assigning lessons according to where a student needs additional support.

All students:
LVUSD low SES Student population is over 85%, as such, "All Students" incorporates targets for this group, including:
• We will continue our SAT/RTI processes as normal for identifying and supporting at risk students. We will screen all 2nd-6th graders for our reading intervention program and enroll qualifying students into the program as a support Instructional aides will be utilized to support guided reading and guided math lessons as well as provide small group differentiated support under the direction of the classroom teacher. Beyond our regular course of instruction, we will be providing additional educational support services within the school day as identified by specific classroom teachers. We will also be providing skill and knowledge based support specifically

for Math and Language Arts and Reading using Exact Path. One day a week students needing additional support or enrichment may also be assigned work specific to their needs.

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.]

Lucerne Valley USD will be using site and web-based assessments, LVUSD teachers and staff will administer assessments on a regular basis to assess the effectiveness of the learning loss strategies. Formative and summative assessments, based on standards, will given regularly will also give teachers the data they need to inform their instruction and give additional support to students as needed. These assessments are directly connected to the strategies listed above.

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

Description	Total Funds	Contributing
25 Teacher laptops + 190 Student Chromebooks- for students and teachers to participate in distance learning	$ 78,003.22	Yes
300 WiFi Hotspots- for students and teachers to participate in distance learning	$72,000	Yes
Site License Zoom- for students and teachers to participate in distance learning	$2,700	Yes
Acellus Program- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI.	$34,750	Yes
IReady- for students participate in distance learning-Curriculum Support, FY, EL, LI.	$9,662	Yes
Study Sync- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI.	$5,428.92	Yes
LanguageLive- for students and teachers to participate in distance learning Curriculum Support, FY, EL, LI.	$7,452.60	Yes
Virtual Academy for students and teachers to participate in distance learning - Curriculum Support, FY, EL, LI.	$659,605.56	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.]

Teachers and staff will be provided with training on social emotional learning and addressing the needs of students during both in-person and distance learning. Site administrators have also received this training. During the course of the year, teachers will be responsible for providing daily live instruction including social emotional wellness lessons for students using the Second Step and School Connect curriculum. Teachers will also be available for one-on-one and small group support as needed. The School counselor will be available to meet with students on an ongoing basis. Teachers and site administrators will also be able to continue to refer students to the Desert Mountain Children's Center for counseling. All counseling sessions will be held virtually until we are able to safely return to in-person instruction.

SEL Professional Development that address staff/student trauma- "SEL Strategies to Flip the Script Around Student and Staff Supports"

SEL Resources provided related to trauma- "EQ @ Home or School"

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 is not engaging in instruction and is at risk of learning loss.]

During this unprecedented time, LVUSD has engaged in many forms of communication with it community members which have included: social media posts, automated and live phone calls to parents/families in preferred home language, automated emails and letters in preferred home language, and the district website. We have virtual town hall meetings, and virtual back to school night.

Tiered Reengagement Strategies LVUSD is committed to ensure that students are engaged in learning on a daily basis and will make every effort to contact families whose students are not meeting the required attendance policies**. Tier 1:** School site staff will contact students and families through phone calls and emails in preferred home language **Tier 2:** If a student fails to engage in live instruction or school work and there is no communication for one week, site administrators may complete a home visit**. Tier 3:** If a student fails to engage in live instruction or school work for and there is no communication two weeks, site administrators may notify the Child Welfare and Attendance staff to send a second notification by USPS and email followed by a phone call home in preferred home language as well and contact local law enforcement for a well-being check **Tier 4:** If a student fails to engage in live instruction or school work for and there is no communication after three weeks, site administrators may notify the Child Welfare and Attendance staff and call local law enforcement to conduct a family well-being check. SARB meetings will reconvene once LVUSD is able to return to in-person instruction

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.]

LVUSD Food Services Department will continue to provide breakfast and lunches for all students in LVUSD, including eligible free or reduced-price students, during normal school operating hours, Monday-Friday. Students must be enrolled in an LVUSD school/program to receive a meal. Food services will continue to offer this service whether LVUSD is on distance learning or in-person learning.

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

Section	Description	Total Funds	Contributing
Classroom	Supplies and equipment to ensure students have their own supplies.	$20,000	Yes
Stakeholder Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well-Being, Pupil Engagement and Outreach.	25 Teacher laptops + 190 Student Chromebooks- for students and teachers to participate in distance learning	$ 78,003.22	Yes
Stakeholder Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well-Being, Pupil Engagement and Outreach.	300 WiFi Hotspots- for students and teachers to participate in distance learning	$72,000	Yes
Stakeholder Engagement, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well-Being, Pupil Engagement and Outreach.	Site License Zoom- for students and teachers to participate in distance learning	$2,700	Yes
Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well-Being, Pupil Engagement and Outreach.	Acellus Program- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI.	$34,750	Yes
Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well-Being, Pupil Engagement and Outreach.	IReady- for students participate in distance learning-Curriculum Support, FY, EL, LI.	$9,662	Yes
Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well-Being, Pupil Engagement and Outreach.	Study Sync- for students and teachers to participate in distance learning- Curriculum Support, FY, EL, LI.	$5,428.92	Yes

Engagement, in person offerings, Distance Learning, Pupil Learning Loss, Mental Health and Social Emotional Well-Being, Pupil Engagement and Outreach.	LanguageLive- for students and teachers to participate in distance learning Curriculum Support, FY, EL, LI.	$7,452.60	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
32.84%	$2,265,564

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.]

In Lucerne Valley USD, we have implemented programs and services based on the academic and/or socio-emotional needs of all our students. Based on multiple measures, (CAASPP scores, Reading Lexile Growth, Suspension Rates, Expulsion Rates, Attendance Rates, Graduation rates, dropout rates, employee/community surveys, etc), our students have benefited greatly from these services and programs. When identifying the needs of our 86% unduplicated count, we have found that school wide and district wide implementation strategies have met or exceeded the educational and/or socio-emotional needs of all of our students. Lucerne Valley Unified School District's unduplicated pupil count percentage is 86%. The following actions and services are principally directed toward students in our unduplicated count. We believe the action steps outlined below are a big reason why our students have achieved at a high. The Social Emotional class has seemed to greatly impact these students. The following actions and services are principally directed toward students in our unduplicated count. count schools. We believe the action steps outlined below are a big reason why our students have achieved at a high. The Social Emotional class has seemed to greatly impact these students. A dedicated Social-Emotional class has been added to support the academic and social emotional health of students, grades 7-9 through classroom lessons, small group interactions and one-on-one counseling sessions.
Increased minutes to support the academic and social emotional needs of students
Train teachers in SEL the school sites to support EL Learners in acquiring English and supporting foster and homeless youth to help close gaps in their learning
Increased Math and ELA support with tutors

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

These services for foster youth, English Learners, and low income students have been increased in order to support the non-duplicated population; A dedicated Social-Emotional class has been added to support the academic and social emotional health of students, grades 7-9 through classroom lessons, small group interactions and one-on-one counseling sessions.

Acellus program helps EL Learners in acquiring English and supporting foster and homeless youth to help close gaps in their learning Increased Math and ELA support with tutors

LanguageLive to support students who need additional assistance and EL Learners Technology Support Specialist to assist in the deployment and monitoring of devices distributed to students to ensure connectivity and EL supports through Acellus. Teachers at the middle school and the high school

Transportation for nearly all students in LVUSD. LVUSD is spread out over 800 square miles and many of our students do not live within walking distances of their schools. Without this vital service, most of our students would not be able to attend school. Lucerne Valley Unified will continue to provide additional intervention supports for unduplicated students above the base program. Intervention programs include Lexia for English language arts and additional designated ELD instruction.

Provide intervention support to grades K thru 11 to increase student achievement

Provide an allocation to each school, proportionate to their unduplicated student counts, to provide targeted services, including intervention, classroom support, and professional development

Support student advocacy team leaders to ensure all students have a support plan to assist with academic success
Increase and expand positive behavioral support and restorative justice practices across the district