



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|-----------------------------|---|
| San Pasqual Valley Unified School District | Rauna Fox Superintendent | rfox@spvUSD.org (760) 572-0222 x2098 |

General Information

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

The San Pasqual Valley Unified School District is located in the town of Winterhaven, CA. It is in the southeast corner of CA and borders both Arizona and Mexico. Winterhaven is located across the Colorado River from Yuma, AZ. The District encompasses an area of approximately 60 square miles featuring a primarily rural agricultural area in the Imperial Valley. The District serves two primary student populations: Native American and Latino Hispanic. The main tribe served is the Quechan Tribe. The school is adjacent to the Ft. Yuma Indian Reservation. The District operates an elementary school, middle school, high school, community day school, continuation high school, adult education program, and a preschool for over 700 students which has been declining since COVID-19.

Our community is an impoverished area. The unduplicated count (students who are English Learners, receive free or reduced lunch, or are foster youth) for San Pasqual Valley Unified School District is 94.6%. Many of our students live in trailers or homes that are owned by the Tribe. Our homeless student numbers have increased annually and are currently at 98 students who are classified as homeless. Many of our students use district transportation to and from home and are on the bus for more than an hour or more daily. One hundred percent of our students are offered transportation by the District. With the restrictions of COVID-19 we have not been able to offer transportation to any of our students or parents who require transportation to meetings, appointments, or to pick up materials and supplies from the sites.

San Pasqual Valley Unified School District is unique in what it offers to our students and our community when we are not under a stay-at-home order due to COVID-19. We employ a wide support system for both students and families. We employ three outreach consultants, a full-time District psychologist, two elementary/middle school counselors, a middle school/high school counselor, two campus security officers and one school resource officer. We have behavioral health services through the CHAT program for students and behavioral health services for both parents and students through Imperial County Behavioral Health. We have also partnered with Imperial County Behavioral Health to offer substance abuse prevention and services for youth ages 12-18. Unfortunately, we have had to discontinue any and all face-to-face

services for students since COVID-19 and that has impacted the immediate services for crisis we are used to providing our students for their mental health and social/emotional needs. Also, since our students are working under the Distance Learning Model, our SRO is not on site and has been assigned elsewhere in the county.

We also offer a monthly food distribution and a clothing closet for our community. Since COVID-19 our numbers of community members needing basic needs assistance has almost doubled. Students in our District are often at least an hour from the doctor and have no transportation. We offer transportation to and from doctor's appointments when we are not under the stay-at-home order. Since COVID-19, we have not been able to offer this service. When we are using the traditional model of instruction, our team conducts home visits to chronically absent students to assist in whatever way necessary to bring students to school. Our CARE and Student Success Teams meet regularly, currently virtually, to discuss ways to support the community and our students.

We are in partnership with the Quechan Nation and work with them to support attendance and academic achievement among our Native American population. We have a DIPAC (District Indian Parent Advisory Committee) that meets monthly, currently virtually, to discuss the needs of Native American students. We also work closely with our English Learner Population through our DELAC (District English Learner Advisory Committee) and MPAC (Migrant Parent Advisory Committee) who also meet monthly, currently virtually.

Academics is important here at San Pasqual since our students score among the lowest in the County on the state-wide assessments. Administrators and staff work together to create a learning environment that focuses on the needs of the individual students. Intervention is a regular part of the school day and also is implemented in the after-school program. We are using the most current standards aligned textbooks in math, science, and English language arts/ELD, and are in the fourth year of Project Based Learning on all three campuses. Our Board also is involved in the Project Based Learning as our students present their projects to the School Board at regularly scheduled meetings. We have also focused professional development on the areas of math and science, CAASPP Interim Assessment Blocks, trauma informed practices, and school safety. We are currently working on the Full Distance Learning model and will be providing all our students devices and internet access.

Overall, COVID-19 has had a tremendous impact on our District. Our students are struggling with the lack of social interaction, mental health affected, inconsistencies in their daily routine, extra curricular activities being taken from them, struggles within the home environment, parents losing their jobs and the academic support from home being difficult. The staff have been affected as well with the amount of work that they have had to endure with these challenges to ensure that our student's are being taken care (social-emotional well being, academics, health, over all stability). Additional responsibilities have been given to staff members in order to cover additional tasks on campus. The District is working to support families with no internet connectivity in their homes, although the school has struggled in gathering the number of hot spots needed. During stakeholder meetings we have learned from a number of our parents and community members that this has impacted all of them as well. Having to quit their jobs to care for their children, loss of jobs, lack of child care, family health concerns, family dynamics changing, and struggling to support their child(ren) academically.

Stakeholder Engagement

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

Beginning with the 2019-2020 school year we issued surveys to all staff, parents, students, and community members. Surveys were issued in both English and Spanish. Surveys were conducted via Survey Monkey and the link was posted on both the District's website and all social media. The survey was also provided to parents via paper/pencil during our curriculum distribution days. At the end of the 19-20 school year and through the summer, staff made phone calls to families who had not responded to the survey and took their responses over the phone. These results were matched staff results and presented to the Board in a regularly scheduled Board Meeting.

Also, communication is ongoing with both bargaining units for teachers and classified staff in the revision of all documents and plans related to the 2020-2021 school year. Members of different departments and bargaining units, including management and classified, were selected to be on 4 work groups who created and revised the Districts reopening and instructional model plans. These plans were posted on the webpage in English and Spanish, and on social media.

Meetings were held with parent advisory groups (DIPAC and DELAC/MPAC) and members were asked for input regarding the 2020-2021 school year. All Board meetings where discussions were held, were broadcast via ZOOM and directions for attending the meeting were provided to all parents and stakeholders in both English and Spanish. The Superintendent communicates with the Quechan Tribal Council via email and phone, providing them with all documentation, plans, and letters and providing an opportunity for input. Parents are invited to attend meetings via Facebook, parentlinks, and the District website. These include parents of SED, homeless, foster, special education, and ELL populations.

The District counselors, Outreach Consultants and Community Liaison reached out to families to gather input and answer questions. The SPVUSD Administration has posted information continuously during this process on Facebook to keep our community informed but also specific questions were posed for the parents to respond to in English and Spanish. A survey along with a letter (English/Spanish) were mailed out to all families regarding internet access in the home. Surveys were also posted online regarding the meal distribution process. Questions were asked regarding the return to school and parent's input on what plan (Distance Learning, Hybrid, Full time on Campus) they would be most comfortable with as well if they needed devices and/or internet services. Parents were in attendance at the School Board meetings on 7/21. Administration held a Question/Answer session on August 10 via zoom for staff. Over 20 staff members attended. Information is continuously posted on the front page of the School Website as well as all calls messages, remind text messages, and postings on all the District's social media. Parents have been encouraged to email or call Administration with any questions, concerns and to provide input. Administration responded to all of these forms of communication. The District's parent liaison has been making phone contacts with our Spanish parents to ensure their understanding and to receive their input as well.

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

All members of the staff and community can participate in the public hearing via ZOOM. The link, password and instructions are provided on both the agenda and posted on social media and the District's webpage. The District also offers a viewing room on campus where community members can view the public hearing. Physical Distancing and face mask requirements are all adhered to, and the room is monitored by a District employee. The public hearing was held on September 15 and the approval on September 22. Community members and staff were invited to participate via ZOOM.

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

The majority of stakeholders felt that the students and staff would be best served if the District opened the 2020-2021 school year in the full distance learning model. The stakeholders continue to have a fear of exposure to COVID-19 and wish to prevent any unnecessary exposure. They also felt that there was a need to postpone all fall sports until we reach the Hybrid Model of Instruction.

Stakeholders felt that there was a need in the District for technological devices for both students and staff, reliable internet access for all, support for parents who are assisting with the learning in the home, the need for more individual and small group support, and the need for professional development for parents, students and staff in the online learning platforms and applications.

Stakeholders felt that the delay in delivery of hotspots was a barrier for some students. The District planned on distributing the hotspots on September 1, 2020, but due to delays in setting up the filter through Imperial County Office of Education, the hotspots will be delivered by September 30, 2020;

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

SPVUSD distributed chrome books and headphones to students who requested them. We are in the process of securing hot spots families who have no or unreliable internet to ensure all have equal access to quality education; however it was delayed from a September 1 to September 30, 2020 distribution.. Staff has been afforded the opportunity to come to the site if they do not have internet in their home. If and when the students are back on campus, great emphasis and time will be dedicated to sanitizing recess equipment, bathrooms, common surface areas and classrooms throughout the day. Staff will be trained on how to sanitize as well as educating their students on social distancing, hand washing, face masks used, procedures for coughing / sneezing. Hand sanitizing stations will be set up throughout campus. Assigned bathrooms for grade levels or cohorts when possible, separation of recess and lunch times to allow for minimum students in areas as well as to allow sufficient time to sanitize areas. Parents and Staff will continue to be communicated with to ensure their input and understanding, as parents and staff have greatly appreciated this. Teachers will have Office Hours set for parents to have the opportunity to talk with the teacher. Educational platforms will be streamlined by teachers only utilizing, Zoom, Google Classroom and Seesaw. Opportunities for parents to be trained on the platforms will be made available when practicable. School Counselors and Social Worker will be available to families, students and staff as needed to ensure the social and emotional stability of our students.

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.]

SPVUSD will offer In-Person instruction when the Health Department and the Governor deems it to be safe to do so. When this opportunity arises, SPVUSD will follow all safety precautions with disinfecting all common surface areas frequently, distancing students at all times and in all areas, providing face masks/shields to students and staff, staggered arrival and dismissal times when possible, and limited outdoor play time. SPVUSD started the 2020-2021 school year on the Full Distance Learning model. Teachers will have a live interaction daily with their students as well as with their peers. All management, certificated, and classified staff will be working together to ensure students needs (both academically and social emotionally) are being addressed. This will be accomplished through Zoom meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction (when allowed), telehealth visits, and personal phone calls made.

Students will be assessed at the start of school and continued on an ongoing basis to ensure the students learning and areas of needs are being addressed and supported for each student. Students who are new to SPVUSD and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. This assessment will be given one-on-one with all safety precautions in place. Extra support will be provided to students by the teacher as well as the English Learning/Migrant paraprofessional. In addition to the staff support, SPVUSD utilizes a few programs in the areas of English Language Arts and Math (iReady, iExcel, STAR, Accelerated Reader and Math, Digital Components of the curriculum), which all remediate for student's academic needs. Parents and students will be communicated with regularly through phone calls by staff and small group break out sessions for personalized instruction and support. Instructional lessons will also be recorded for students to review at a later time whenever practicable..

SPVUSD hopes to transfer to a Hybrid Learning Model offering in classroom-based instruction for all students two days a week with a third day being for students to attend who have experienced learning loss or at a greater risk academically. Teachers as well as instructional staff support will work with students in person, one one one or small groups to support the students academic needs. Most importantly communication will be frequent between staff members to ensure all needs are being met for our students.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| School Counselors, Outreach Consultants, Health Aid, and Student Behavioral Specialist | \$500,000 | Yes |
| Additional Chromebooks, hot spots, possible tower, and headphones purchased to allow for educational access to all students | \$256,500 | Yes |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Virtual platforms purchased to support Distance Learning of ALL students | \$31,000 | Yes |
| Professional Development and curriculum for Staff related to Distance Learning | \$200,000 | Yes |
| Additional laptops and equipment for teachers to provide instruction during Distance Learning | \$62,500 | Yes |

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

SCHOOLS REOPEN IN FULL DISTANCE LEARNING MODE

- 100% online learning 5 days a week, Monday-Friday with a daily learning schedule determined by school site/grade level
- Minimum 4 hours daily combined online instruction and independent learning
- Learn from home or anywhere
- Daily live interaction and student supported learning

BALANCED APPROACH TO TEACHING, LEARNING, & ASSESSING

- Common Core Based Curriculum
- Google Classroom and Google Meets
- Covid-19 Prevention
- Zoom Meetings
- Interim Assessment Blocks(IAB)
- Accelerated Reader (AR)
- Printed materials available
- Summative Assessments

- Curriculum based quizzes and tests
- IXL
- Attendance taken through Synergy for grades 6-12
- Online Safety Classes
- PD to support the needs of all students and staff

SOCIAL EMOTIONAL LEARNING (SEL)

- Check-Ins with Student Behavior Alternative Discipline
- Specialist and Outreach Consultant (virtual/ phone calls)
- Counseling lessons/presentations/activities
- Resources for students and families
- Individual counseling sessions based on referral and request
- Referrals to outside agencies as needed (IHS, ICBHS, CHAT)
- Support from counseling department and CHAT therapist
- Needs assessments- short online surveys to assess the new needs of students
- Peacebuilder lessons and safe school ambassador activities
- Suite 360-with Student Behavior Alternative Discipline Specialist and paraprofessionals
- PD to support the needs of all students

SUPPORT AND ACCOMODATIONS

For students who have difficulty learning online, prepare alternative methods of learning

- printed packets
- online tutoring
- virtual study groups

Addressing the Digital Divide and supporting technology integration

- All students will receive a device as needed
- Ensure all students are proficient with all required online platforms
- Support for students with limited or no internet access will be provided
- Continue to provide accommodation services per IEP's and 504 plans

Provide necessary support for the following student groups:

- Low Income
- Special Education/504 plans
- English Learners
- Foster Youth/ Homeless

PARENTAL/GUARDIAN INVOLVEMENT

- Remind App, Class Dojo, Seesaw
- District Website
- Synergy ParentVue for grades 6-12
- Trainings offered for online platforms
- Phone Calls
- Email
- Social-media (Facebook)
- Office hours offered through Zoom
- Parent/guardian virtual events
- Parent surveys
- Utilize Outreach Consultant and Community Liaison to assist with parent communication
- Parent-link messages

STUDENT ENGAGEMENT

- Use virtual breakout rooms to enhance student collaboration
- Mandatory student participation in online sessions
- Provide timely and effective feedback
- Prepare students for the online learning experience
- Attendance and work completion will be monitored
- Student virtual events

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.]

Families will be assigned a day/time to come on campus to pick up a chrome book, headphones and hot spot for their student(s). The hot spots were delayed by a month and this caused some students to be without internet for a longer period of time than desired. Staff have access to laptops for themselves as well to support their teaching from home. Technicians will be available via phone or email to assist with any trouble shooting throughout the school year their emails are being shared with families and accessible thorough our website. Parent technology trainings will be held virtually monthly (as needed) to address concerns and questions of parents. Staff will continue to inform the office of additional families in need of technology.

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.]

Google Classroom will be utilized to post assessments for students as well as Seesaw and Remind. Teachers will have initial assessments given to students to check their academic level at the start of the school year. Students academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live via

the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Students will be issued grades this fall.

Teachers will be keep a Weekly Engagement Log for each student, each period, every day in a document created by the District. This will document daily participation of each students attendance to the live contact times as well as their daily work completion being documented by the teacher. This will be submitted to the administration on a weekly basis. Both teacher and administration will be following up with students/parents if there is a concern in any of these areas.

Teachers will be required to ensure they are meeting the required instructional minutes per week: TK-K 180 minutes; 1st - 3rd 230 minutes; 4th - 12th 240 minutes.

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.]

Staff has and will continue to be trained on all the safety precautions for themselves and students. Training of all teachers on Google Classroom, Synchronous vs Asynchronous learning, Digital Citizenship and Student Privacy, and Zoom occurred prior to school starting. Counselors will be sharing with the Staff, signs to be aware of for their students regarding their well being as well as self care for themselves.

All staff will have availability to all the Professional Offerings that the Imperial County Office of Education and Imperial County SELPA offers as well as other educational organizations. Trainings will continue for all staff throughout the year as assigned by administration or as requested by staff. Both the Elementary and the High School have contracts for professional development with the Imperial County Office of Education.

Staff Roles and Responsibilities

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

Instructional Aides will be trained in technology tools and platforms that they will be supporting students with. If a Hybrid Model is implemented, Instructional Aides will be assigned to multiple duties due to the additional recess and lunch times being offered to ensure social distancing and student safety. Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Bus drivers will be delivering and distributing meals as well as certificated and classified staff. Administration have become health screeners. Administrators and Counselor will be used to teach students if needed to replace the teachers live interaction.

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.]

Students with unique needs will be supported by their teacher as well as through the District's Classified Staff, Resource staff, CHAT Therapist, Student Behavior Alternative Discipline Specialist and counselors to ensure they are receiving additional supports in all areas, academically and social/emotionally. SPVUSD teachers called all parents prior to the start of school to provide the opportunity to establish a relationship with the student and parent, discuss concerns, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience. Virtual small group break out sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check ins but also for personal connections with students. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the Designated and Integrated lesson supports from their teacher. Students with IEP's will be supported through the certificated and classified staff and goals monitored. Teachers will set academic goals for their student and celebration accomplishments. Our CHAT Therapist, Student Behavior Alternative Discipline Specialist and Counselors will work to provide guidance to families/students of outside resource supports as well as being a resource and support for them. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be contacted by the counselors, liaisons and CHAT Therapist to ensure their academic and emotional stability. Resources will continued to be updated on the School Websites homepage and Facebook pages as well as parent trainings and question/answer sessions as needed throughout the year.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| CHAT Therapist to provide support to students who are struggling due to social/emotional and mental health needs. | \$15,000 | Yes |
| Student Behavior Alternative Discipline Specials to provide support with study skills, goal setting, time management, and any other issue interfering with student learning. | \$68,000 | Yes |
| Additional chromebooks, hot spots, headphones purchased to allow for educational access to all students. *See In Person Instruction for amount | 0 | Yes |
| Virtual platforms purchased to support Distance Learning and learning of all students. | 0 | Yes |

| Description | Total Funds | Contributing |
|---------------------------------------|-------------|--------------|
| *See In Person Instruction for amount | | |

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.]

Grade level and curriculum area teachers have collaborated to work towards teaching with greater emphasis of the "essential standards". This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. Many grade levels are team teaching virtually to allow small group instruction to take place via breakout rooms.

All students will be assessed with the District Assessments, IXL, STAR Tests, and Interim Assessments at the start of the school year to develop a plan to meet the needs of each individual student. Teachers will create Individual Learning Plans for those students who may need additional accommodations to their instruction.

During instructional time and during office hours in the afternoon, teachers as well as paraprofessionals will work with individual or small groups of students to regain the student's loss of learning and support the English Learners. Special Education staff works in partnership with general education staff to ensure that supports and modifications are in place for all students with IEPs. Special Education staff also provide support above and beyond the regular classroom instruction.

When practicable, small groups of students will be placed in cohorts and provided support with Distance Learning on campus.

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.]

In addition to teacher support, the students will be utilizing software programs (IXL, iReady, STAR, Accelerated Ready, MyHMH, Think Central) to accelerate and remediate their learning. Instructional support staff's time will be focused on supporting the students within the learning groups (English Learners, Foster, Homeless, Special Needs students, Socio-Economically Disadvantage) in both Math and English

Language Arts during their dedicated time supporting the classroom teacher. The classroom teachers and administration will monitor student growth regularly. During RTI, support classes, and office hours students will work in small groups to accelerate their learning and recoup learning loss.

When practicable, small groups of students will be placed in cohorts and provided support with Distance Learning on campus.

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.]

Students will be assessed on a regular basis as well as daily live interaction and check ins on their progress. Communication between all staff supporting these students will be frequent and regular. Regular communication will occur with parents to achieve their input on their child's progress.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| IXL | \$10,000 | Yes |
| STAR Reading and Math | \$2,500 | Yes |
| Professional Development of Staff *See In Person Instruction for amount | \$0 | Yes |
| Classified Staff supporting students with exceptional needs, English Learners, Foster Youth, Homeless and socio-economically disadvantaged students. *See In Person Instruction for amount | \$0 | Yes |
| Special Education Director and District Psychologist monitoring IEP's and working with students to meet their goals. | \$235,000 | Yes |
| Speech Pathologist to meet the needs of students on an IEP for speech. | \$126,500 | Yes |

| Description | Total Funds | Contributing |
|-------------|-------------|--------------|
| | | |

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.]

SPVUSD will use Google Forms as a way for our counselors, Chat Therapist, and Student Behavior Alternative Discipline Specialist to survey students whether they are on campus or off campus. This platform allows staff to monitor and check student's social and emotional stability and intervene with the students as needed. Staff will also hold a weekly session with students in Alternative Education via Zoom who need additional support. In addition to Google Forms, our staff will meet weekly as well as having access to each other through email or by phone daily to discuss and share concerns regarding students. Staff also sits in on teacher Zooms and provides lesson when appropriate.

Students also have access to the Catapult EMS Anonymous Supporting System on the SPVUSD Website that can be utilized to report a concern for themselves, family or peer. This system generates an email and text directly to the Administration Team to act quickly and accordingly. Staff will continue to be trained on both of these systems at the start of school as well as trained by our Counselors for other signs to look for in students as well as encouraging our staff to care for themselves during this time. Trauma informed practices will be shared with the staff and procedures to follow for our students and parents. Staff will also be trained on how they can be aware of their own well being and mental stability. Administration will ensure to continue staff relations and supports during this time. Over the summer, staff serving grades 5-12 were trained in Suicide Prevention and Response via Liveworks.

Staff may utilize the Employee Assistance Program provided by the District-sponsored health insurance if they need support for any mental health, social/emotional needs, or other needs associated with COVID-19.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The District shall develop written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction. Teachers will track daily connections with students and academic engagement. Teachers will work to communicate through email, Remind, Dojo or by phone to parents whose students are not in attendance on a daily basis. For students who teachers are not able to connect with, those names will be shared with the Principal to follow up with the parents as well after two absences. The school counselors, outreach consultants, community liaisons will also support this by making home visits as needed. The District's paraprofessional for English Learners will assist in communicating with parents who speak Spanish.

In addition, District families could be at risk of being SARB'ed; however, all attempts will made to offer supports prior to taking this step. These steps will include a SART/SST resulting in an attendance contract, follow-up SSTs, referrals for services needed outside of the District, and any other supports deemed necessary.

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 cafeteria staff will provide 3 meals a day for students on a daily basis if parents choose to pick up the meals. The District will distribute food every Tuesday, providing enough meals for 5 days at a time. The District will operate from 4 different sites that will support parents who do not have transportation or who are working. Parents who have extenuating circumstances may contact the site to see if meal drop off is an option for them. All meals will be provided to any enrolled student at San Pasqual Valley Unified School District at no cost to the parents/guardians.

Once the School moves towards in person learning, the students will be scheduled at various times for their lunch, eating both inside and outside. Students will have designated seating areas. Students will not sit across from each other and will be 6 feet distanced. Meals may also be delivered to classrooms to minimize contact with individuals outside their cohort.

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 37.01% | \$1,993,916 |

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The District has added small group and individual support to the daily schedule to provide additional support to students who are in need. Paraprofessionals are also assigned during this time to students who are foster youth, homeless, English Learners, and/or socio-

economically disadvantaged students as a priority to support these students in meeting their academic goals in Math and/or English Language Arts.

Instructional Staff will support these students as a priority during the Response to Intervention (RTI) time with the teachers.

Counselors will be checking in with these students as a priority to ensure they're social-emotionally stable and attending to their virtual class lessons.

The District Psychologist and CHAT Therapist will contact families to address their needs and provide resources as needed to help provide stability for families. Counselors and Student Behavior Specialist will create engagement sessions with students as well as teacher checking ins to ensure the needs of these students are being met.

Extra Curricular Opportunities such as Art, Ag, Music, Computers, Leadership, Yearbook, and ASES will be offered virtually with these students in mind first in order to provide them with an outlet and positive opportunity outside of the academic rigor.

Instructional Aides utilized to meet with the students who have experienced learning loss in Math and/or English Language Arts.

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

Additional technological devices (Chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional time for English Learner Instructional Staff support to focus on the needs of these students. Increased services in the area of Social Emotional support with CHAT Therapist on campus as well as a full-time District Psychologist to support students and families during this time that so many families are experiencing difficulty.