

# Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

As a small rural district in a remote area of San Diego County, the Spencer Valley School District is strongly connected to its community. The Superintendent and Staff know each student and every family and their needs, so responding to community from the beginning of the pandemic and as it progressed was second nature to the staff of the district. The impacts to the community from COVID-19 included increased numbers of families experiencing homelessness and food insecurities. Food distribution was set up in partnership with another small district nearby and distribution organized to deliver food to both communities, as most students live in outlying areas.

Families also shared the additional hardship and loss of income due to parents needing to stay home to supervise their children and ensure learning occurred during the school day. In response, Spencer Valley did conduct a parent survey to determine if childcare arrangements for essential workers would be needed during ordinary school hours within the District's zip code. There were no essential workers within our zip code area. Should the need arise for supervision, the District would consider each family's needs and partner with local resources and referral agencies to connect families in need of child supervision during school hours. The District's survey also gathered childcare and other information to understand the number of potential childcare spaces that could be provided later for other families, if childcare restrictions were eventually relaxed and schools would be allowed to open childcare programs.

Connectivity still continues to be a challenge for families in the Spencer Valley area. Even though hotspots and devices were provided to families, they were not effective in some areas. Families with more than one student needing to be on line for live instruction, found it extremely difficult or impossible to maintain a stable connection. The potential for becoming less engaged with the learning process, combined with parents' struggles to be available as instructors, led the district to institute phone follow ups with some families.

Students are adversely affected, socially and emotionally, by the sense of isolation they experience when they are not able to attend school in person. This was amplified for families living in remote areas where some children were not able to see other children in-person for very long periods of time.

## Stakeholder Engagement

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

Spencer Valley School District has consulted with parents, pupils, teachers, administrators, and other school personnel regularly since the initial school closures occurred in March 2020. Spencer Valley does not have local bargaining units and is not required to have an EL Parent Advisory Committee due to the small size of their EL population. Information from the earlier interactions, along with input from recent meetings, were used to prepare the Learning Continuity Plan (LCP).

Parent meetings related to the 2020-21 school year were held, virtually, on July 14, and July 28 and Sept 8, 2020. Components of a Safe Reopening Plan and a draft of this document were shared. All parents then received a written recap of the meetings, which included an invitation to contact the Superintendent if the parents had concerns. In addition, surveys were conducted with parents to determine access to technology/connectivity and level of engagement, an in-person phone survey was conducted to gauge the needs of parents and students if students began school with distance learning.

The LCP was presented to the Parent Advisory Group (PAG) for review and feedback on August 20, 2020 and the Superintendent responded to comments received.

Staff meetings that included certificated staff, administrators and other staff were held on July 27 and July 29 and August 17. These meetings included discussions of curriculum, online management systems, training and materials, schedules and assessments related to the opening of school for the 2020-21 school year. Shortcomings of the Crisis Response models that were put in place March - June were discussed and data collected from surveys, assessments, student work quality, quality of parent/student engagement and rate of return were presented. The cumbersome task of tracking components in order to ensure rigor, responsibility and relationships was discussed. It was determined that all assignments, grading, and communication would flow through CANVAS - an online workflow management system. The State requirement for 240 instructional minutes per day was clarified during discussions, as were safety protocols that would be in place when in-person learning is allowed.

The LCP will be presented for a Public Hearing at the School Board meeting on August 19, 2020. Public input will be invited and used to make final revisions to the plan.

The LCP will be on the agenda for Board adoption at the September School Board meeting.

In order to meet the needs of the community, translation is available if needed, and information will be disseminated on the website. Public meetings will be held virtually due to COVID-19 restrictions and in compliance with Executive Order N 29-20.

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

Virtual meetings were conducted using Zoom and call-in options, and postings on the website provided information and updates. When possible, virtual meetings will be held using platforms that are accessible via phones, tablets and/or computers, and may include social networking platforms to expand availability.

Communication with parents included the PAC review on August 20 and previous meetings in July. As a small district, parents were encouraged to personally call the Superintendent if they have input or concerns.

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

Meetings have been held since June 2020 with staff (certificated, classified, administrative) and the School Board to discuss curriculum, online management systems, training, and materials.

Parent surveys and parent meetings describing types of program to be offered for the coming year determined that 80% of parents wanted in person instruction. During the July 14 meeting, input received afterward indicated that most parents wished for the proposed staggered schedule (Drop offs at 8 and 9) to be compressed if possible. Staff responded by reworking the daily schedule (8:00-1:00 and 8:30-1:30). During board, parent and staff discussions that studied hybrid or blended learning models, it was determined that district and staff preference of most parents was for offering either total in person instruction or, if distance learning is required, synchronous live instruction that mirrored the in-person schedule. The decision was based on surveys, restrictions on class size (on campus learning), limited staffing available and their multi-grade assignments, budget shortfalls, and a firm commitment to dedicate available resources and personnel in a responsible manner.

The district also had the parent liaison reach out to hispanic families to explain changes and personally gather input.

Parents continue to see connectivity as a challenge in their homes, even though hotspots and devices were provided to all students who requested them. Due to limited bandwidth in remote areas, some families are unable to ensure learning can take place when there is more than one child on-line at a time - both connectivity and quality of supervision of instruction from home are factors that have been reported privately and in meetings.

Input from students occurred during meetings with teachers, and their concerns mirrored those of their parents.

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

Based on input from staff, parents and students it was determined that offering either total in-person instruction or distance learning synchronous live instruction that mirrored the in-person schedule would take place as determined by health orders. (see above for more detail)

And very specifically, the initially planned start for the school year, and start and end times for the school day were changed in direct response to parent concerns.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The preference for Spencer Valley School District is to offer in-person instruction if possible and if approved by the Health Department. Safety will be maintained with a schedule that will enforce social distancing through staggered start times, lunch times and end times. Grade levels of students will enter and exit through different doors to avoid mingling, and desks will be six feet apart. Masks for students, face shields for staff and hand sanitizing, along with taking temperatures and frequent cleaning will help maintain a safe environment.

The staff has spent most of the time off discussing and creating a seamless “geographically neutral teaching plan” that will be implemented during instruction on campus or at home in case of changing health conditions. The “Flexible Plan for Instructional Continuity” will include some key components to ensure learning stays strong whether students are on campus or must return to learning at home.

One important new feature will be the use of the distance learning management system called CANVAS by all staff, students and parents. All communication, meetings and assignments, and most books and on-line materials, discussions, videos, assessments and grades will be accessed and tracked within this online system. Parents and students will be able to obtain most everything they need to learn at school or at home from one log-in spot. In addition, students will still be completing work from consumables and paper pencil activities as assigned.

Spencer Valley is committed to providing all students with a broad course of study including professional learning and collaboration regarding remediation, acceleration and additional high level instructional practices to meet the needs of unduplicated student groups. Spencer Valley continues to implement in-class coaching to develop robust Integrated and Designated ELD Programs.

Whether in a virtual or in-person learning environment students will be taught appropriate grade level curriculum by appropriately credentialed and assigned teachers, using California State Standards based instructional materials for all core content areas. English Learner students will be appropriately assessed and identified, and provided both Designated and Integrated ELD through a curriculum designed to develop language fluency and mastery of the state standards. Students with IEPs and 504s will receive appropriate instruction and support to meet their 504/IEP goals, while meeting federal requirements and timelines. Spencer Valley will collaborate with the North Inland SELPA to refine and improve Student Study Team process to support students with disabilities.

Safety of students and staff will be the highest priority when we resume in-person instruction. Besides the basic precautions such as washing hands, not touching one's face, and covering coughs and sneezes, Spencer Valley plans to maintain a clean and safe environment including:

- Staff and students will clean desks with soap and water daily and as necessary.
- Restrooms will be cleaned regularly, approximately every ninety minutes, by trained custodial staff.
- Students use of the restrooms and other shared areas will be limited to individuals or small groups to avoid gatherings.
- Frequently touched areas will be cleaned throughout the day by trained custodial staff.
- To the extent possible, schools will create a staggered schedule for shared playground areas and encourage use of larger areas such as fields in support of physical activities.
- Classrooms will be encouraged to open windows, when practical, and utilize fans to increase ventilation.

Spencer Valley will follow all state and county guidelines for re-opening schools for in-person instruction.

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

Description	Total Funds	Contributing
Rigor - ensures or supports quality of instruction, materials, training/coaching <ul style="list-style-type: none"> <li>• Develop a robust Integrated and Designated ELD Program via coaching and Professional Development</li> <li>• Monitor ELD placement and redesignation</li> <li>• Continue emphasis on Social Studies, NGSS and VAPA</li> <li>• Professional Development on implementation of instructional practices relevant to a broad course of study,</li> </ul>	29,600	Yes
Responsibility - safety+COVID-19 requirements & accountability-CANVAS <ul style="list-style-type: none"> <li>• follow-ups for reengagement with trained staff</li> </ul>	40,000	No

Description	Total Funds	Contributing
<ul style="list-style-type: none"> <li>• supplies to maintain a safe and healthy environment when staff and students return to in-person</li> <li>• additional custodial and lunch hours for safety</li> <li>• purchase student survey - CORE</li> <li>• upgrade water system</li> <li>• complete parking lot safety upgrade</li> </ul>		
<p>Relationships - SEL for students, families and staff, follow-up tutoring, HS helper (EIA funds)</p> <ul style="list-style-type: none"> <li>• Positive Behavior Intervention Services (PBIS), Counseling, Restorative Practices, Teaching Tolerance, Rachel's Challenge,</li> <li>• Parent meetings, education and conferences</li> <li>• Enrichment Activities for students to connect with the community</li> </ul>	17,947	No
<p>Base Program - certificated and classified staffing, Professional Development; Common Core materials, class size reduction (LCFF and EIA funds)</p>	801,500	No

## Distance Learning Program

### Continuity of Instruction

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

The staff has spent most of the time off during the summer discussing and creating a seamless “geographically neutral teaching plan” that can be implemented during instruction on campus or at home in the case of any changing health conditions. The “Flexible Plan for Instructional Continuity” will include some key components to ensure learning stays strong whether students are on campus or must access their learning from home.

Live synchronous instruction, peer interaction with small group or individual follow up sessions are structured components of the school day. Physical activity will be assigned as a home activity. English Language Arts and History Social Science instruction will be integrated and taught in a block. My World (K-5) or National Geographic (6-8) and the the Wonders program will be used as the instructional resources, for both in-person or online teaching. Math, Science and Writing, Art and Music are other components contained in the 5 hour schedule. The classroom schedule will be the same for either in-person or online learning. As is usual for our school, all teachers have a multiple grade level classroom. Students will be rotating online for instruction throughout the day with their teacher or another staff person, while another group of students completes assignments independently.

One important new feature in the "Flexible Learning Plan" will be the use of the online learning management System called CANVAS by all staff, students and parents. Teachers and parents will be able to access and track all communication, participation in meetings and assignments, use of most books and materials, discussions, videos, assessments and grades within this system. Parents and students will be able to obtain most everything they need to learn at school or at home from one log-in spot. Spencer Valley's Distance Learning Program also includes purchased consumables and pencil paper activities that support daily instruction. These materials will be distributed to students before commencing distance learning. Work will be assigned from these materials daily to be completed asynchronously throughout the day, when teachers are on-line with other students.

Whether in a virtual or in-person learning environment students will be taught appropriate grade level curriculum by appropriately credentialed and assigned teachers, using California State Standards based instructional materials for all core content areas. English Learner students will be appropriately assessed and identified, and provided both Designated and Integrated ELD through a curriculum designed to develop language fluency and mastery of the state standards. Students with IEPs and 504s will receive appropriate instruction and support to meet their 504/IEP goals, while meeting federal requirements and timelines to the greatest extent possible in a virtual environment.

## **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.]

A needs assessment regarding technology availability was conducted in March; and hotspots and devices were purchased and provided for all families who indicated they needed technology assistance. Spencer Valley was successful in getting technology to all students, and by the end of second week (of closure in the Spring), all families did have access to a device, had access to online service, and had participated in a trial of Zoom with their teacher. This same procedure will be in place at the beginning of the 2020-21 school year.

In June an online survey was sent to assess parent and student experiences with devices and connectivity at home. Some concerns were raised during July meetings regarding insufficient bandwidth in some remote areas of the district. The district is working with SDCOE and businesses within their region to address this concern.

Families will work with technology staff to check out these items, and address any technical problems that arise.

## 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.]

The instructional plan for Spencer Valley is 240 minutes of instruction that includes either live or synchronous instruction, including interaction with peers and support check-ins. Attendance will be taken in both scenarios. Regular instruction, check-ins and assessments, plus information logged in from several daily "checking for understanding activities/discussions" embedded into the CANVAS calendar of assignments for the day, will determine in real time, levels of student access, engagement, and progress.

In the Spring, online opportunities to access extra curriculum, and log-ins for assignments within district adopted online resources were sent to all students. Compass Learning, Wonders, Everyday Math, Khan Academy, PBS Kids, Newsela, and YouTube, were some of the adopted and supplemental online resources that were made available to families. Tech support was given to parents who needed help with configurations and downloading apps. Teachers and Resource staff conducted Zoom meetings with student check-ins. They kept logs, tracking the level of attendance, level of engagement and participation within live interactions, quality of work, and completion of their weekly assignments. Teachers were unable to track viewing behavior or participation on their assigned video lessons. Collecting information was a cumbersome process. The district and staff drew some sobering, but solvable conclusions from the data to inform planning for the coming year.

Training and inclusion of interactive features of online tools using CANVAS and ZOOM - polling, think pair share, discussion responses, chat, visual assessment, Q and A will allow for effective tracking. Communication tools, and grading, CANVAS Studio, and discussion features will be incorporated.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The teaching and support staff began training in June to learn how to use the online management system CANVAS, as the District was not using any formal online system at the time of the school closures. This training was held through San Diego County Office of Education. Student and class pages are expected to be functional in the fall of 2020.

Plans are also in place to train the two new teachers in the district on the curriculum and expectations in Spencer Valley. Staff will have the opportunity to participate in PBIS, Restorative Practices, MTSS, San Diego Area Writing Project, BTSA, and ongoing study and coaching towards implementation and monitoring of quality indicators of teaching and learning online.

## Staff Roles and Responsibilities

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

ALL STAFF



Increased time on the part of all staff for TRAINING, DOCUMENTATION and RECORD KEEPING within their newly assigned scopes of work due to COVID-19: Nutrition, Facilities/Maintenance - including HVAC, Custodial, Administrative Assistants, Health, Liasons, Teachers, Counselors, Yard Duty Supervisors, Instructional Aides, Special Education Service Providers

Increased training and SEL awareness and referral processes for family outreach and emotional support

#### ADMINISTRATIVE STAFF

Increased time spent in meetings and time spent online to remain current and compliant with regulations

Increased time to ensure compliance and quality through supervision and creation of (or updates to): Policies, Safety protocols, PPE acquisition, prevention plans, waivers, instructional programs for in-person and distance programs and training, Special Education needs and requirements, facilities reconfiguration, increase of custodial staffing and training, nutrition and meal delivery options, ordering of supplies, staff handbook and agreements, parent group input and communication, technology and connectivity agreements and purchases, and accountability reporting

#### ALL TEACHING AND SUPPORT STAFF

Increased training for CANVAS and other virtual supports like Zoom

Increase in planning time needed to preload assignments into online management system - CANVAS

Increased strain on technology and office staff to order, configure and trouble shoot tech issues

Increased cleaning protocols

Increased check-ins

## 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.]

English Learners, Foster Youth and Low Income students received hotspots and devices to access online programs if need was indicated through a family needs assessment that was conducted by the staff. Spencer did not have any homeless students in 2019-20.

Spencer Valley is committed to providing all students with a broad course of study including professional learning and collaboration regarding remediation, acceleration and additional high level instructional practices to meet the needs of unduplicated student groups. The district will continue to implement coaching to develop robust Integrated and Designated ELD Programs in a virtual environment.

Collaboration will continue with the North Inland SELPA to refine and improve Multitiered System of Support and Student Study Team process to support students with disabilities in a virtual environment.

Teacher and resource staff collaborated weekly to plan and evaluate the online, paper, and Zoom meeting results, as they were completed by students receiving differentiated and integrated ELD instruction. English Learners were invited to extra individual and small group instructional support Zoom meetings that were held for students to access designated and integrated ELD instruction. A resource staff member created supportive extra assignments at each student's level to supplement the weekly work packets for differentiated and

integrated lessons; and students also had the opportunity to complete these activities and paper and pencil assignments with their own teachers and designated resource staff each week during office hours.

Teachers held office hours and/or check-in times Monday through Friday to help support students who had additional questions or needed extra guidance. This included phone calls or email contact. Students with a 504 or receiving services through an IEP, low income students, Foster Youth, and English Learners all were served by having extra staff assigned or available to them. Support staff was sometimes scheduled through regular Zoom time. But more often, School Psychologist, Counselors, and other resource staff members held additional lessons online to provide services for students and individual families based on their needs or Individual Educational Program or English Learner designation. Students with disabilities were provided equal access to our learning programs and a free and appropriate public education to the “maximum extent possible”. A review of each child’s program was conducted and any updates to the IEP’s were completed, if necessary, through collaboration and agreements between the families, case managers, teachers and service providers.

All students demonstrating that they are at-risk of not meeting state standards will receive appropriate supplemental support.

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

Description	Total Funds	Contributing
<p>Rigor - Continuity of Instruction, Access to Devices and Connectivity, Professional Development, Support for Students (Base)</p> <ul style="list-style-type: none"> <li>• See instructional expenses in previous section</li> <li>• Continuing to look for options for improved connectivity for all families</li> <li>• Develop digital literacy, including arts education and career pathways and partnerships</li> <li>• Support for Students with Unique Needs - see in-person learning in previous section</li> </ul>	50,000	No
<p>Responsibility - Pupil Participation and Progress (EIA and Base funds)</p> <ul style="list-style-type: none"> <li>• develop schoolwide system to improve attendance</li> </ul>	5,000	No
<p>Relationships - Staff Roles and Responsibilities</p> <ul style="list-style-type: none"> <li>• staff check-in and individual support and referral</li> <li>• in person services if student has exceptional needs or qualifies for special education services that require in-person meetings</li> </ul>	3,788	No

Description	Total Funds	Contributing

## 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.]

As a small school district the teachers in Spencer Valley know their students and their families, and they know where they were in the curriculum/instruction calendar when schools closed in March. As teachers begin teaching this year, whether in-person or virtually, they will assess student work and student performance in the classroom to identify which areas need to be revisited and retaught before moving ahead. Monitoring of the quality of online teaching and learning will be implemented; quality Indicators of online teaching and learning will be defined using best practices gleaned from California recommendations and guidance received from coaches and consultants. Monitoring will take place October - June.

Students will complete pre-assessments at the start of school to determine baselines so that staff can assess each student's learning status and plan accordingly to provide appropriate instruction to address learning loss and move forward with attainment of current year standards. Assessments to be given may include, but are not limited to NWEA RLA, and MATH, Reading Records, writing samples, and foundational skills testing. Student growth will also be tracked using data from completed performance tasks. Samples will be collected and graded three times per year using rubrics for WRITING, MATH and RLA.

Students who have been determined to have learning loss or are determined to be not meeting current year standards for any reason, especially within Foster Youth, Homeless and Low Income populations, will receive extra instructional support and/or ELD support during the day from any or all of the following people - their own teacher, Resource Specialist, instructional aide, or Peer Educator Support (High School volunteer when allowed and available).

## 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.]

Daily check-ins and follow up with students will be scheduled each afternoon, for both in-person or distance learning. Students will be provided with physical packets that include pencil and paper assignments to allow students different modes of learning and expression.

Enrichment activities will continue to be scheduled into each grade level's instruction to meet the needs of students who are exceeding grade level standards.

Students who have been determined to have learning loss or are determined to be not meeting current year standards for any reason, will receive extra instructional or ELD support during the day from any or all of the following people - their own teacher, Resource Specialist, instructional aide, or Peer Educator Support (High School volunteer when allowed and available).

A designated staff member monitors student academic or behavior goals and meets with a counselor each week to determine if additional student or family support will be needed.

### **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.]

Growth from baseline will be the primary measure of effectiveness, as determined by teacher observation and benchmark assessments.

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

Description	Total Funds	Contributing
Purchase of additional assessment tools or time spent developing assessments <ul style="list-style-type: none"><li>• improve use of formative assessments</li><li>• monitor student academic progress with work checkers</li></ul>	8450	No

## **Mental Health and Social and Emotional Well-Being**

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

The School Psychologist, Counselors, and other resource staff members held additional lessons online to provide services for students and individual families based on their Social Emotional needs. In 20-21 the School Psychologist will design new virtual supports and resources for students and families. This may include a virtual Mind Up class, or class in Restorative Circles or group and individual meetings. These

interactions can include organizational, behavioral support or counseling/coaching sessions. Each week, staff will generate a list of students experiencing specific difficulties and submit those to the counselor for follow-up and reengagement.

School based counseling services to increase social/emotional wellness to traumatized students or students in crisis are ongoing and especially important now, with the additional stresses of the pandemic.

Families will be referred to Care Solace for additional mental health support or resources if necessary.

School staff also has access to Care Solace services, VEBA Ease, and face to face check-in.

## **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.]

Again, as a small district, teachers know their students well and have the ability to address the academic or social/emotional needs as they arise. Students do not "fall through the cracks" in Spencer Valley, which is one of the strengths of the district.

Family training for Zoom access was provided by teachers or the district's technology staff if families were unable to access Zoom meetings. Follow up phone calls with a Spanish speaking liaison were conducted to ensure apps and processes were fully understood by parents who speak Spanish predominately.

Special arrangements for class meetings and work exchanges were made for families that became homeless and had to move during this time so that they could still remain enrolled and engaged until the school year ended.

Superintendent Weaver has personally contacted families of students who were not regularly engaging with distance learning in the Spring, and has continued and will continue to do so. The schedule for the upcoming year was shared, along with options and recommendations for families who feel they need a different instructional model.

Possibly most importantly, there will be a purposeful effort to promote the attitude that whatever configuration instruction takes during 2020-21 it is "real school" with a focus on attendance and learning. Regular check-ins and follow-ups will reinforce that attendance and learning are being monitored and there are expectations for success of all students, including those who have experienced learning loss since the spring.

# 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.]

School lunches will be provided for the 2020-21 school year. The school gave a grocery stipend for the first two weeks of distance learning and then offered a weekly box of prepared lunches and snacks for any family in need. Both the new kitchen (when completed) at Spencer Valley and the ongoing partnership with Julian for community feeding will support the in-person lunches at school or lunch delivery as needed until in-person learning is available. Food pick up locations will be at Spencer Valley or advertised to parents regularly if available at more convenient outlying areas.

Julian Pathways Inc. is working locally with Julian Union Elementary to connect food to individuals and families. A family experiencing any irregularity in food security has received information on how to call or text to get individual assistance.

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

Section	Description	Total Funds	Contributing
School Nutrition	Building an Annex - Capability to improve nutrition program. More opportunities to mitigate learning loss and enrich for social and emotional well being, ability to hold in person classes without enlisting office space.	500,000	No
Mental Health and Social and Emotional Well-Being	PBIS, Restorative Practices, Partnership with SDCOE Equity Department to provide support for Spencer Valley's equity team to learn, explore, and lead through issues of equity.	2,000	No

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Purchase of technology and hotspots to support: (Federal funds) Conduct Parent Survey to support after school enrichment activities Parent Professional Development and Conferences Service learning opportunities Career and College Options	17,213	No
School Nutrition	Additional costs of providing food to families during the pandemic.	1,800	No

## 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
1.88%	26,583

### 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.]

Spencer Valley spends their LCFF Supplemental and Concentration Funds on providing supplemental services for English Learners, Homeless students, Foster and Low Income Youth to help close the achievement gap. These services are beyond the base program and are principally directed toward effectively meeting the needs of these students. Targeted support from a certificated teacher during and after the school day will increase the amount of instructional time and enable specific deficit areas to be targeted to accelerate progress.

The District will continue to implement in class (or virtual) coaching support for teachers to develop robust Integrated and Designated ELD programs, monitor implementation, and continue emphasis on staff development for Writing and Integration of strategies to support ELs in HSS and RLA. VAPA and NGSS curriculum strategies will also be reviewed. Relevant professional development, based in research and the EL Roadmap, will be provided as needed. In order to leverage student deficit areas and to ensure the most effective use of funds, the staff studied their current practices and results and also examined research from the Upjohn Institute that examined a number of school practices and strategies for struggling students in English Language Arts. The research corroborated the staff's findings: the effectiveness of doubling instruction efforts for below grade level readers produces the intended results. In mathematics, the staff implemented 8 recommendations based on research from the International Center for Education Evaluation and Regional Assistance - (ie What Works Clearinghouse) guide, Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools to support students struggling in mathematics.

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

English Language Learners, Homeless, Foster and Low Income Youth will benefit from the targeted focus on professional development and coaching to include strategies in their classes that will help them access the curriculum to improve content understanding to master the state content standards, and for support EL's in gaining fluency in English.