



**Lemon Grove**  
School District

## 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>.

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### General Information

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

Students in the Lemon Grove School District can be described by the District’s Mission Statement:  
The Lemon Grove Learner is...Diverse, Unique, Resilient, Inquisitive, Compassionate, and Limitless.  
When Lemon Grove Learners leave LGSD, they will know and be able to recognize their significance, potential, and 21st century learning experience to thrive as tomorrow’s leaders, workers, and democratic citizens.  
We believe that caring relationships, based on integrity, honesty, and a respect for diversity, are essential to learning.

The district's vision and mission served us well, when in mid-March the Lemon Grove School District was notified of Governor Newsom's shelter in place order. Within days the district went from normal daily classroom instruction to completely shutting down and planning for full distance learning. During the first couple weeks of the shutdown the district was diligent in trying to connect with families, both to provide

Chromebooks for students, and to check in on the safety and well-being of those in the Lemon Grove community. Spring Break followed and a team representing several stakeholder groups worked together to develop a distance learning plan, negotiate a Memorandum of Understanding with the Certificated and Classified Bargaining Units, and plan a robust schedule of professional development to support teachers in a distance learning environment. Following spring break, students participated in distance learning and continued through June 11th. Based on weekly participation logs and survey results it appears approximately 25% of students did not participate in the distance learning program, opting instead to complete paper packets. These packets were not collected, so there is no record of progress for those students during that 5-6 week span. Because distance learning was optional for students, participation varied by teacher, grade, and school site, with most teachers reporting they were somewhat disappointed in the number of students completing assignments. Conversely, based on survey data, teachers were extremely happy with the level of support and training they received and reported feeling well prepared to move to a full distance learning or hybrid model in the fall if necessary.

From the onset of the pandemic, families looked to the district to provide guidance, resources, and ongoing and updated information. The Lemon Grove Superintendent has been in regular contact with families and staff via social media, the district website, phone calls and texts throughout this trying time. A parent survey was sent after week one of Distance Learning and parents responded they felt supported during this unprecedented and unfortunate period.

As the pandemic continued surging into the summer, the district offered a four week distance learning summer school program. Approximately 12 teachers and 350 general education and special education students participated. The instructional model transitioned from assignments and independent learning, which was prevalent in the spring, to live interactions and instruction via the Zoom platform during summer school. Additionally the summer school team of teachers collaborated on lesson plans, shared best practices, co-taught lessons, and participated in professional development. The summer school classes were well-attended, teachers praised the more rigorous schedules and instruction, and moving forward the district will base plans for distance learning and hybrid learning on stakeholder input, the summer school model and guidance from SB98.

Beginning in March staff and families have had to adjust to a new way of doing the business of teaching and learning. At times the learning curve has been very steep and guidance from the state was not always available or has changed from week to week. At the district we encountered communication challenges, technical difficulties, health, safety and nutrition concerns, and at the same time we felt the pressure to connect with and serve our families to the best of our ability. District staff worked long hours, evenings, and weekends to pull together plans that would benefit our students and provide our teaching staff with the resources and training they would need to feel supported and competent in the "new normal". This has been a stressful period, however Lemon Grove has pulled together as a team and we are proud of our educational family. We are looking forward to the days when we can sit side-by-side with students and listen to them read, or get a hug from a student who is just happy to enjoy a normal school day, however until that time, the Lemon Grove family will continue to research best practices, search for innovative and engaging curriculum, support staff and families, and connect with students in the safest and most responsible way.

# Stakeholder Engagement

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

Stakeholder engagement for planning, informed decision-making, and strong partnerships has been a goal of the district for many years. Methods for gathering input have varied over time, from face-to-face meetings with chart paper and sticky notes to crowdsourcing software and electronic surveys. As stated in the previous section, when the district moved to distance learning in the spring the superintendent immediately began reaching out to all stakeholders with updated and regular communication. In addition to informing staff and families of current events and guidelines there was a desire to gather input on current and future plans. With the establishment of the Learning Continuity and Attendance Plan and the requirements of Senate Bill 98, the need to memorialize the plans and detail the process of stakeholder input and involvement became apparent. The following outreach methods were used to garner stakeholder participation and input:

## \* Town Hall meetings

These virtual meetings were scheduled during the spring and summer on various days of the week and different times to accommodate schedules of essential workers. In addition to presentations, each meeting included a live Question/Answer component. Town Hall meetings in June were held with both staff and community to discuss health and safety considerations as well as to gather input on our return to school planning. In July Town Hall meetings were held for families interested in the full distance learning virtual academy for the school year. There were nearly 400 attendees at these sessions. This number reflects the largest gathering (virtual or otherwise) in recent history in LGSD. In August Town Hall meetings focused on the return to school in a full distance learning phase for all students. Our parent and community interest and feedback has been bountiful and welcome.

## \* Parent Outreach meetings

In addition, the district held virtual meetings for a more intimate opportunity for parents to ask questions specific to their own circumstances. A districtwide PTA/PTAC meeting was held in early August to gather input and feedback on the Learning Continuity and Attendance Plan (LCP) from our parents and families. A District English Learner Advisory Committee (DELAC) was also held in early August, also to gather feedback from parents and families on the LCP and the Consolidated Application.

## \* Governing Board meetings

The Governing Board meetings have been held via teleconferencing since Executive Order N-29-20 was established. These public meetings provide the opportunity for community input through the use of electronic speaker slips. The LCP was presented at a Public Hearing on August 11, 2020.

## \* Return to School Work (RTS) Group meetings

In early July the district convened a diverse group of stakeholders including parents, general education teachers, special education teachers, other certificated staff, school site leaders, cabinet members, and classified staff. Over 60 members met over the course of a few weeks to provide recommendations for the Return to School plan in a face-to-face, hybrid/blended, or distance learning scenario. Members were

divided into focus work groups and provided input in the following areas: academic success, health and safety, and social/emotional support. The input from the RTS working group has influenced every facet of planning for our return to school.

\* Professional Development Committee meetings

This established group was virtually reconvened during July and August to address the specific topic of professional development for certificated staff in preparation for a full distance learning phase of instruction. The group identified essential topics for professional learning for staff before the start of the school year and also discussed the importance of continued teacher collaboration throughout the year. The final Certificated PD Scope and Sequence included two weeks of training for teachers. The required training included the three district technology systems: Zoom, Google Classroom, Class Dojo, as well as iReady and Literably which are being used to gather data on student learning and target student needs as well as training on Infinite Campus, our new Student Information System.

A connected conversation also occurred to identify the professional learning needs of classified staff. The Classified Staff PD Scope & Sequence also included training on the three district technology platforms and the Student Information System.

\* Staff surveys

Two surveys, specifically around distance learning and return to school were sent out to school staff. Results of those surveys were presented at Town Hall and Governing Board meetings.

Additionally during Spring, 2020 teaching staff was surveyed weekly and results were presented at a June Governing Board meeting.

\* Family surveys

Families were surveyed at the beginning of distance learning in the spring, again in June regarding interest in summer school, and a third time in July to inquire about plans for return to school. An additional survey was sent to parents of children participating in full distance learning summer school, families participating in Extended Day Program (EDP) and surveys from our nutrition services department.

\* All communication and surveys were sent to stakeholders in both English and Spanish and Town Hall meetings were translated.

\* Student Roundtable

A student roundtable was held to gather input and feedback from students in grades 4-8.

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

As stated above speaker slips were made available for all Governing Board meetings. Participants submitted their comments and questions electronically and the slips were read at each public meeting by the Superintendent.

Parents and families were also able to submit questions to the Town Hall meetings and live Q & A sessions were part of each presentation and the Board meetings are also shown live on YouTube as well as linked to the district website.

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

\*Town Hall meetings

Recommendations: Distance learning, increased cleaning and disinfecting at sites, personal protective equipment, handwashing stations, temperature checks, flexibility in start/end times and schedules

\* Parent Outreach meetings

Recommendations: more rigorous distance learning in the fall, including small group Zoom sessions for students and targeted supports for our special education and English Learner students, use of Bilingual Instructional Assistants to support distance learning, training for teachers, training for parents, flexibility for working parents, information for parents that is clear and communicated in multiple formats, continuity of nutritional services program, additional classroom support from tutors or PTA volunteers.

\* Return to School Work Group meetings

Health and Safety Recommendations: no-touch soap and paper towel dispensers, hand sanitizing stations, personal protective equipment, outdoor learning for Extended Day Program, videos and written communication for families regarding hygiene guidelines/requirements, discontinue field trips, flexible schedules, social distancing, on-campus substitute for each site, plexiglass barriers, additional staff to supervise, no sharing of PE/recess equipment or classroom materials, frequent cleaning of common areas, training for all staff.

Social/Emotional Recommendations: community circles, Second Step curriculum for all, art and writing opportunities, VEBA Wellness Center for staff, daily check-ins, regular meetings with social workers, staff meetings that support teachers, curriculum to supplement Second Step that focuses on addressing cultural identity formation, racism, bias, training for all staff.

Academic Success Recommendations: assess early and regularly, provide time for teacher sharing and collaboration, small group instruction, push-in support for English Learners and special education students, have teachers move from classroom to classroom rather than have students move, supplemental programs for Dual Immersion site, cluster students with similar needs, additional shade structures for outdoor learning, digital content, each student has their own materials, implement "flipped classrooms", train bilingual instructional aids and classroom paraprofessionals on digital curriculum, plan for substitutes (lesson plans, buddy teacher), beginning of year parent meetings, use of Zoom, Google slides, Google classroom, reliable Internet and devices, flexibility in everything and consideration for special populations and circumstances, constant contact with families, social workers contact families, parent education

\* Professional Development Committee Recommendations: Leverage the experts within the District, i.e., summer school staff, provide professional development related to social/emotional well-being and distance learning, focus on apps which will help teachers design engaging content for synchronous and asynchronous learning, professional development for programs and apps deemed "essential", social/emotional curriculum and training .

\* Summer School Staff Recommendations: Implement flipped classrooms during distance learning, purchase premium account licenses for recommended apps, i.e., Pear Deck, begin week with whole class community circle and weekly overview, provide training for recommended apps, team teach when possible, implement small group instruction when possible, collaborate and co-plan, utilize Google Classroom and Class Dojo as communication/learning management system, professional development.

\* Student Roundtable Reflections:

Distance learning Reflections: Appreciate the opportunity to work on assignments anytime during the day. Work is similar to in-person learning. Misses the opportunity to socialize with friends and motivation to complete work can be challenging. Able to access technology and curriculum. Teacher provides support through office hours in addition to Zoom sessions & feedback on assignments.

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

Stakeholder input was considered during every phase of the Learning Continuity and Attendance Plan document. The health and safety guidelines implemented by the district directly align with the recommendations from all stakeholder groups, input shared at public meetings, and recommendations from the County and State Departments of Public Health. The recommendations for addressing learning loss, assessing and monitoring student progress, supporting students with exceptional needs, supporting students and staff with social/emotional needs, and the model for delivering instruction were all based on input from the Return to School Working Group, the Professional Development Committee, the Summer School staff, and suggestions/comments received at public meetings.

## 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.]

Throughout the 2020-21 school year, LGSD schools will be entering into different instructional phases in response to local health orders. Due to the current infection rates in San Diego County, all of our schools are required to start the year in full distance learning. However, it is our intent to bring students back to in-person learning once local health conditions improve. If local health conditions improve we can move our schools into a hybrid model that brings TK - Grade 8 students back to school in smaller groups for two days a week.

LGSD has adopted a split week hybrid model for TK - 8th grade. In the split week model students will attend school two days a week and engage in distance learning three days a week.

- Group A -Half of the students will physically attend school Monday and Tuesday and engage in distance learning Wednesday, Thursday and Friday.
- Group B - The other half of the students will physically attend school Thursday and Friday and engage in distance learning Monday, Tuesday and Wednesday.

- The split week model allows for only 50% of the students to be on campus on any given day.

The school site will ensure that siblings are in the same group.

In a hybrid phase, LGSD has adopted an AM/PM model for preschool. Preschool students will have either an AM session or PM session 5 days a week.

Once health conditions are significantly improved we plan to reopen schools fully - all students, 5 days a week. To ensure the safety of staff LGSD will follow the guidelines put forth by the San Diego County Public Health Office and the California Department of Public Health, including but not limited to, social distancing when possible, personal protective equipment, cleaning and disinfecting, temperature checks, and strategic plans for campus access.

Nevertheless, parents have been given a choice. The district is offering a virtual academy - a fully online school for the entire year for those parents who prefer to not send their child physically to school throughout the entirety of the 2020-21 school year. There are over 400 TK-Grade 8 students enrolled in the Virtual Academies at either Monterey Heights or Vista La Mesa.

To gauge learning loss due to school closures, including students who have experienced a significant learning loss, staff will take the following actions: analyze participation data from the Spring Distance Learning program, analyze participation and performance of students during the Fall 2020 Distance Learning program, administer regularly scheduled assessments, including math and reading screening and diagnostic assessments, oral reading assessments, local benchmark assessments, and then identify students in need of additional support. In person instructional offerings will include targeted small group support for students, including English Learners.

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

Description	Total Funds	Contributing
iReady Diagnostic and online instruction for reading and mathematics	\$38,088	Yes
Benchmark Booster supplemental reading program	\$23,000	Yes
Professional development	\$230,000	Yes
Instructional coaching	\$150,000	Yes

Description	Total Funds	Contributing
Personal protective equipment and hand-sanitizing stations	\$300,000	No
Cleaning and disinfecting equipment and supplies	\$173,688	No
Plexiglass barriers	\$150,000	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.]

With input from all stakeholder groups the Lemon Grove School District (LGSD) has developed a plan which details a roadmap for moving from a full distance learning phase, to a hybrid phase when possible, and finally to a full return to school when determined safe for staff and students, based on local health & safety guidelines & metrics. The LGSD Roadmap to Reopening can be found on the district website at [https://www.lemongrovesd.net/apps/bbmessages/show\\_bbm.jsp?REC\\_ID=129553](https://www.lemongrovesd.net/apps/bbmessages/show_bbm.jsp?REC_ID=129553).

Knowing there is a possibility of the need to toggle back and forth between these phases the district has prioritized resources which will support standards-based instruction regardless of the instructional model. The math and language arts core programs are aligned to the Common Core State Standards, and the digital and physical materials mirror the content in each resource. All staff has been provided with extensive professional development in the digital components of the core curriculum, live interactive instructional software, engagement strategies for online learning, and electronic communication and learning management system platforms. Teachers and support staff have been provided with ample collaboration time to plan lessons which are consistent and rigorous across the district. Each teacher is provided with consistent and clearly communicated pacing and assessment calendars. In addition the district has increased the number of instructional coaches and expanded the role of coach to include math and language arts in a distance learning environment. Students and staff have been provided with digital devices and all resources can be accessed through a single sign-on application.



## 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 District issued Chromebooks to students in the spring of 2020. Prior to the start of the school year, and continuing on since then, over 1500 devices have been issued to new students and incoming Preschool-Kinder students. New devices will be issued when a Chromebook is determined to be at "end of life". The District is paying for the cost of insurance for all devices. A technology Help Desk is available for families who need assistance with signing on or accessing apps, and teaching staff has been provided with technology training sufficient to assist families with logging in and accessing digital curriculum. The District is currently working with Cox Communications to provide connectivity to Lemon Grove families in need.

## 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.]

In a full distance learning phase TK- Grade 8 students in Lemon Grove will receive 5 hours of instruction daily. These 5 hours will be a combination of synchronous (live instruction via Zoom) and asynchronous activities. The asynchronous activities may include students watching pre-recorded instructional videos and completing work assigned by the teacher. The daily schedule for all students will also include a social-emotional check in.

For elementary students about 1 hour of the total 5 hours will be synchronous instruction. Elementary school students can expect to be engaged in both whole group and small group Zoom sessions with the classroom teacher and their peers throughout the instructional day.

Middle school students will also participate in both synchronous and asynchronous instruction. Middle schools will be moving to a block schedule for the 2020-21 school year. For instance, students may attend three periods on Monday and three periods on Tuesday. In a block schedule each class period is extended and will include a minimum of 30 minutes of synchronous instruction with the remainder being asynchronous. Middle school teachers will also provide small group Zoom sessions for targeted support to students.

Preschool students will also have both synchronous and asynchronous instruction though their instructional day will be shorter (3 hours).

Teachers will utilize Google Classroom and Class Dojo to communicate assignments and instructions to students while in a distance learning environment. Each teacher will have a consistent schedule which will include whole class and small group live interactions through the Zoom platform. The weekly schedule for both synchronous and asynchronous instruction will be updated and published to Google Classroom on a weekly basis in order to keep students and parents apprised of class expectations. Teachers will assign independent online assessments as well as small group synchronous instruction for the purpose of delivering instruction and monitoring progress. In addition to taking daily attendance, teachers will keep a weekly engagement log of pupil work in both synchronous and asynchronous activities. Progress monitoring results will be communicated to parents in the form of electronic communication, progress reports and/or report cards, as well as virtual parent conferences.

Clever analytics will be used to track application usage, independent learning time, and time spent in core programs. Student work from core and supplemental programs will be submitted regularly, either through the app, or posted on Google Classroom, and teachers will review the work and provide feedback to students and their families on a regular basis.

## **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.]

Extensive professional development was provided to teaching staff through the spring Distance Learning program and summer school. An additional 2 weeks of training was provided for back-to-school training. Topics included Trauma Informed Practices, Second Step Curriculum, Google Classroom, Class Dojo, iReady, Zoom, Pear Deck, Flipgrid, Flipped Classroom, Study Sync, Infinite Campus Student Information System (including gradebook training), as well as these core programs: Benchmark Advance, Go Math, TCI History Alive, and the accompanying English Learner and Universal Design components.

Zoom licenses, iReady licenses, and the Benchmark Booster supplemental program were purchased to address student learning loss due to school closures. Premium accounts and other supplemental software were procured to allow teachers to build creative and engaging instructional content. Study Sync licenses were renewed to supplement the English language arts and English language development core program in grades 7 & 8. Professional development was provided for all programs and applications.

Teachers have access to high-speed Internet, a document camera, an interactive whiteboard, and a laptop with video-conferencing capabilities in their classrooms. A full-time technology help desk and ticket system are available to staff and families, and a technology support team is available for hardware, software, account, and licensing issues.

Each site has an instructional coach with expertise in language arts, mathematics, and distance learning.

## **Staff Roles and Responsibilities**

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

Certificated staff:

Teachers are now required to communicate with families a minimum of once per week. They are also required to post assignments, instructions, and lesson resources on Google Classroom and to keep their Google Classroom pages regularly updated. Live instruction via the Zoom platform throughout the week is an expectation, including whole group, small group, and when applicable 1:1 interactions. Specialists, such as speech teachers, special education teachers, social workers, etc., are required to work with the general education staff to meet the needs of each student in a virtual setting, including students with Individualized Education Programs.

In order to prepare to transition to hybrid instruction, the district has hired additional staff to limit cohort sizes in Special Education, Middle School and Physical Education and to provide additional dual immersion and special education support in the Virtual Academy.

Classified staff: Classified staff who serve in classroom support roles are receiving training to be able to continue to provide supports to students in a virtual setting. A number of classified staff members were also paid to support the reopening and distribution of materials at the school sites prior to the start of school.

**Management:**

Administrators and other management personnel are required to attend Zoom meetings essential to their roles. They will monitor distance learning instruction, collaboration, professional development, and ongoing needs at the site and district level.

## **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.]

Pupils with exceptional needs are being served across the full continuum of placements:

Students with exceptional needs shall receive all instructional services, and in addition, will receive all IEP services as written in his or her IEP, with adjustments made only when it is not feasible to do so as written in the IEP for emergency IEP services. The format of emergency IEP services will be documented in the next scheduled IEP for all students with exceptional needs. For full distance or hybrid learning, all IEP services, for each particular service, will be provided synchronously or in-person to the greatest extent possible, and at minimum for a portion of each individual IEP service. At the next scheduled IEP for each student, the IEP team will review the student's progress and needs, and will ensure that appropriate support is provided to assist with any regression that may have occurred. In addition, students will be receiving differentiated instruction within the core content to meet their needs and support with any loss of learning. Progress will be monitored through benchmark data.

Pupils in foster care and experiencing homelessness:

As stated in the previous section the district worked with Cox Communications to provide Internet access for those families in need, the district has provided Chromebooks to every family who has requested a device, and site administrators and social workers have provided resources and information to parents as needed. Teachers attempt to make weekly contact with students and their families, and when they are unable to, they notify site administrators and/or social workers to follow-up. Social workers and Student Services staff are in contact with families of foster youth and provide additional resources for their specific needs. Digital "alerts" are communicated to social workers and Student Services when online activity is deemed a concern and staff communicates with site administrators and families to convey this important information.

English Learners:

In addition to the opportunities described above, specific actions have been taken to support English learners. Prior to the implementation of the District Learning Plan teachers received training in the English Language Development components of the adopted curriculum in grades

TK-8. In addition, staff participated in a 4-day course through Math Solutions, titled Supporting English Learners, and an additional 4-day course was offered, titled Supporting Struggling Students. Tech support for all programs has been made available through a District help line. English Learners will continue to receive both designated and integrated ELD. In a full-distance learning phase, ELD is provided synchronously 4 days a week and asynchronously 1 day week by the certificated teacher.

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

Description	Total Funds	Contributing
Student Chromebooks	\$275,000	Yes
Staff laptops	\$138,000	Yes
Software licenses	\$17,750	Yes
Professional Development	\$84,559	Yes
Special Education - compensatory education and other supports	\$787,184	No
Student internet, chromebook insurance, and technology support	\$192,580	Yes
Additional support from current staff to reopen	\$258,431	Yes
New teaching and support positions	\$336,775	No

## Pupil Learning Loss

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

The Lemon Grove School District (LGSD) will administer the following assessments to K-8 students:

- \* iReady Diagnostic, ELA/Math, grades K-8
- \* Literably 1:1 Oral Reading Fluency Assessments, grades K-6
- \* Study Sync diagnostic and screening assessments, grades 7/8
- \* Go Math benchmark assessments

In addition each teacher will closely monitor students during synchronous or face-to-face whole group, small, group, and 1:1 instruction. Formative assessments will be ongoing regardless of the instructional model. Integrated and designated English language development components of Benchmark Advance (TK-6) and Study Sync (7-8) will be utilized to monitor the progress of English Language Learners.

Instructional coaching, professional development, and parent education will be ongoing and aligned to the needs of the district as determined by program monitoring, stakeholder input, and assessment data.

The supplemental Benchmark Booster program was purchased for grades 1-6 for the purpose of addressing learning gaps due to the March school closures. The Booster is a focused instructional supplement which fosters social and emotional learning through a variety of flexible print and digital back-to-school models, including blended and distance learning. Grade 2 materials include explicit, systematic phonics instruction which may have been missed in Grade 1. High interest texts at grades 3-6 focus on essential standards from the previous grade, address the topic of Pandemics, features social and emotional support, and teaches best practices for safe hygiene. Materials at all grades incorporate daily reading and writing and include assessments which inform instruction. The Booster is designed to "layer" over the core curriculum ELA program, not supplant it.

## 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.]

Pupils with exceptional needs:

For all students with IEP's in the district, IEP teams will be reviewing each individual student's progress and potential learning loss from full distance learning and school closures. The IEP team will thoughtfully integrate any additional services, supports or accommodations needed for learning loss. In addition, students in special education will receive differentiated instruction from their General Education programming that is based on regular data reviews and adjusted instruction.

Pupils experiencing homelessness, foster youth, low-income and English Learners:

The district will be engaging in regular data collection and review of instructional progress for all students, with disaggregated data for foster youth, students experiencing homelessness, low-income and English Learners. The school will utilize the SST process for identifying students who require additional supports for instruction. In addition, the school social worker will be checking in with all students experiencing homeless and foster youth and conduct screenings for additional needs, such as connectivity, additional instructional supports or systems, additional mental health support, support with technology, etc. Further, teachers will be providing both integrated and designated ELD services throughout the school year regardless of the phase of learning. In the full distance learning phase, all English Learners will receive synchronous ELD support.

### 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.]

The Lemon Grove School District (LGSD) will analyze math and reading assessment data and online instruction data from the iReady program, comparing cohort data when available. Scheduled collaboration time will provide teachers and administrators opportunities to review student work and evaluate the effectiveness of implemented pupil learning loss strategies. Small group reading and math, small group English language development instruction, 1:1 assessments, and social/emotional support experiences will provide teachers with detailed, in-depth knowledge regarding the effectiveness of strategies implemented to address learning loss.

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

Description	Total Funds	Contributing
Actions and funding addressed in Distance Learning section.		

## 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.]

Lemon Grove School District will provide ongoing professional development to staff around social emotional learning, both for their own social emotional supports as well as for implementing social emotional learning during full distance, hybrid and full in-person learning. These PD's will take place throughout the school year, and topics will include (but not limited to): how to implement an effective SEL curriculum, trauma-informed practices, staff-centered SEL competencies, and restorative practices. There will be daily SEL activities for all students for at least the first six weeks of the school year, in all classrooms. There will be weekly SEL activities for all students for the whole year, using both SEL curriculum (Second Step, Harmony) and our LGSD Social Emotional Supplemental Instructional Resources Guide, which will be published and provided to staff before the start of the school year. This LGSD Social Emotional Supplemental Instructional Resources Guide includes particular activities, lessons and resources that support with understanding the impact of COVID-19 on students and families. This Resource Guide also provides links to free resources & pre-made activities related to a certain topic (e.g. "perseverance" or "managing stress") for either preschool, elementary or secondary grade bands. It will also include articles for supporting teachers who wish to learn more about effective SEL implementation and restorative practices.

Lemon Grove School District also has a "Roadmap to Reopening" document for 20-21, where one of the main sections of the document is reviewing our approach and expectations district-wide to Social Emotional Learning during COVID-19. In this document, we also highlight available resources for staff mental health needs, such as EAP and mental health wellness check-in resources.

Teachers will use the daily SEL activity time to anecdotally screen for students who may need further social-emotional supports for dealing with trauma related to COVID-19. These referrals will be given to the school social worker. Our student services department will monitor attendance and engagement of all students, and ensure that re-engagement strategy policies are being followed when students are not engaging or not attending distance learning. Our district also uses iBoss alerts, which flag when keywords are being searched on a student's laptop (words such as: anxiety, depression, suicide, etc.). This program flags and sends a report of the search, and our social workers are assigned to follow-up on any search by calling parent/guardian and notifying them, and providing any related resources that are available to support, including if any further next steps are required for the parent. These contacts are all documented by the social workers in a confidential log. Our district will utilize our iBoss system to identify if any systemic supports or resources are required for a particular school site, grade level, or for any emerging patterns that arise from the iBoss alert system. Also, our district will monitor discipline referrals through our SIS system to identify emerging patterns or concerning numbers, and work closely with the appropriate staff to ensure that restorative practices and SEL curriculum are firmly in place to support with preventing over-referring for disciplinary actions. Additionally, our district will work to implement a student universal screener for mental health needs, to support our proactive identification of students who require further supports for mental health or social emotional needs. Lastly, we have a full-time social worker at each school site who will be proactively supporting schools in tiered interventions for mental health needs, behavior needs, and supporting families with receiving community resources that are available to them.

# 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.]

Per CDE guidelines, 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 line with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.

Escalating attempts to respond to students who are not engaged in distance learning: On the third consecutive day of non-engagement for full distance learning (or when they are 60% non-engagement for the week), the teacher will make contact with the family by phone and/or email. If family does not respond, teacher will make one more call or email, and document both attempts, being sure to clarify the contact information they used. If family does not respond, the teacher will refer the student to the social worker. The school social worker will then make additional attempts (minimum of two documented attempts) to contact student and family, if student has still not engaged in synchronous instruction or responded to calls/emails. The social worker will also send home a letter to the family providing the social worker's name and contact information, as well as available supports that the school can provide to the family. The social worker will verify records of address, phone number and email with front office staff. If the family does not respond to the social workers contact attempts, and the student is still not engaging with synchronous instruction, then the social worker will refer to the school site administrator. The school site administrator will assign a staff person to conduct a home visit (which will follow health and safety guidelines, where for example, any meeting may take place in front of the home, outside). All of these attempts will be documented into a centralized spreadsheet, in order to track supports provided and offered to families. If it becomes apparent that a child is not engaging in full distance learning, and there are concerns for student's safety, the school may also consider a CPS call.

When working to re-engage students: During the phone calls, e-mails or home visits, the staff person contacting the family will work to identify the obstacle(s) preventing the student from engaging in live, synchronous instruction. The staff person will troubleshoot these obstacles with district-approved resources, including outside resources from the community. The staff will be provided with the district-approved resources and FAQ's for parents of students who are struggling to engage, in order to provide support to families for various needs that may be preventing engagement. A staff person who speaks the family primary language will make a call if the teacher/social worker/admin does not speak the language. If no staff person is available who speaks the family language, then the school will request translation support from our contracted translation company.

Escalating attempts to respond to students who are not meeting compulsory education requirements: If a student is not attending (not completing asynchronous learning or synchronous learning, and no evidence of student participation is available) for three consecutive days (or for more than 60% of the week), then the same process as a student who is not engaged will take place. At the end, however, the home visit, if not successful, will be followed up by the school issuing an additional letter to the family naming that they are not meeting compulsory



education requirements, and the CPS call will be considered as well. All communication and letters will be documented in a centralized spreadsheet.

The district will also continue to provide regular parent engagement and outreach through Town Halls, newsletters, email and phone communication. We will also have the District Parent and Family Engagement Specialist support families from around the district with support they need to understand the full distance program, available resources, parent-facing trainings, and other parent supports as needed. Below is a summary of daily attendance and engagement supports, as well as tiered re-engagement interventions.

#### Daily Attendance Support:

Any students who were “absent” the day before will be called by Health Clerks in the morning to follow-up

After 3 consecutive days of non-engagement (or 60% of the week), where students are not attending live instruction, the teacher will contact the family to find out why the student is not attending and what support(s) the family needs.

After 2 contacts made, if unresponsive, the teacher will notify the social worker.

After 2 contacts made by social worker, if unresponsive, the social worker will notify the school administrator.

The school administrator will make 1 contact, and if unresponsive, will assign a staff person(s) to conduct a socially distant home visit (e.g. staying outside, wear masks, etc.)

Letters will be sent home to families for consecutive absences and non-engagement.

Resources will be provided to staff to support with troubleshooting attendance issues with families (e.g. connectivity problems, not sure how to use Zoom platform, etc.)

#### Tier One Engagement Strategies:

How-To videos for parents on Zoom, Google Classroom, and any other technology being used during synchronous and asynchronous learning

Class Dojo engagement & communications from teachers

School and classroom calendar(s)

Clear, well-communicated student schedules provided to all families in their home language, in advance of when they’re expected to attend

Easy to find zoom links for each live session

Strong focus on caring relationships and belonging, especially through virtual learning

Daily SEL curriculum & activities

Phone calls and contact for absences by health clerks the next day

#### Tier Two Engagement Strategies:

Teacher contact, in preferred format for families

Social worker contact, in preferred format for families

Troubleshooting technology/logistics obstacles - assigning or recommending available resources to families for support

Assign Social Worker to follow and support case as needed

Document supports and communications carefully

Provide temporary additional supports as needed, such as reminders, reinforcement or temporarily adjusted schedules, as needed

Tier Three Engagement Strategies:

Principal assigns staff member to conduct home visit(s)

Principal emails TOSA Parent & Family Engagement Specialist to support with troubleshooting access and engagement obstacles for working schedules, child care, etc.

TOSA, principal and family will create an Individualized Attendance Plan for how distance learning engagement will work for the impacted student(s).

School team will complete attendance tracking with the individualized plan in mind.

Supports in the plan may include: daily individual check-in's from a staff member; reinforcement system; flexible hours for work completion; adapted work; etc.

TOSA and principal will inform/collaborate with social worker, health clerk and classroom teachers to be sure all team members understand the individualized circumstances for a student and family

## 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 Lemon Grove School District will provide nutritious meals safely to Lemon Grove students regardless of the selected instructional model (full-day, hybrid or distance learning). Menus will be created that allow Nutrition Services to easily transition, should the return-to-school instructional model change, and continue serving nourishing meals to our students. Breakfast and lunch meals will be served free of charge to all children 18 years and younger. This waiver expires either when funds run out or December 2020 whichever occurs first. Once this waiver expires lunch meals will be charged based on student meal application eligibility. Lemon Grove Academy Middle, Lemon Grove Academy Elementary and San Miguel Elementary are all on Community Eligibility Provision (CEP) and all students enrolled at these locations will receive meals at no cost.

Students that participate in full return learning will receive breakfast in their classroom and/or cafeteria. Lunch will be served in the cafeteria and/or classroom. During lunch service staff will use a roster or have students use a sanitized stylus or card to enter their pin number. This process will ensure meals are claimed and charged according to student meal eligibility.

Hybrid model service will provide breakfast and lunch as listed under full return learning for days on campus. Take home meals for days schooling from home will be provided to all students. Bulk breakfast meals will automatically be sent home with all students and bulk lunch meals will be offered to all students, but will require parent permission for reduced-price and paid students, so that parents are not surprised with meal debt.

Students participating in full distance learning, which includes parent choice, complete district or school shut down, will be able to pick up breakfast and lunch meals for days not on campus. Meals will be provided in bulk. All students will receive breakfast meals at no cost and lunch will be charged according to student eligibility. Parents will be issued a student id card for each of their enrolled children. During meal pick up parents must present student cards to be scanned by staff. This process will ensure meals are claimed and charged according to student meal eligibility.

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

Section	Description	Total Funds	Contributing
N/A	All actions previously noted		

## **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
25.42%	6,745,651

## 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.]

Approximately three-fourths of the students in Lemon Grove fall into the low-income student group. Due to this fact the district has determined high-quality educational services can best be delivered on a district-wide basis and considered this demographic when creating the Learning Continuity and Attendance Plan. The actions and services are being provided to all students, however during the planning and decision-making phases the district has considered the needs of unduplicated students and prioritized the Actions and Services to reflect those needs. In addition to the opportunities described in previous sections, specific actions have been taken to support unduplicated students. The district works with Cox Communications to provide Internet access for those families in need, the district has provided Chromebooks to every family who has requested a device, and site administrators and social workers have provided resources and information to parents as needed. Teachers will make weekly contact with students and their families, and when they are unable to, they notify site administrators and/or social workers to follow-up. Social workers and Student Services staff are in contact with families of foster youth and provide additional resources for their specific needs. Digital "alerts" are communicated to social workers and Student Services when online activity is deemed a concern and staff communicates with site administrators and families to convey this important information. Prior to the implementation of the District Learning Plan teachers received training in the English Language Development components of the adopted curriculum in grades TK-8. In addition, staff participated in a 4-day course through Math Solutions, titled Supporting English Learners, and an additional 4-day course was offered, titled Supporting Struggling Students. Tech support for all programs has been made available through a District help line.

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

Services are being improved for foster youth through a new position of a social worker lead role, who will provide ongoing coaching, training and resource support around foster youth to all of the district social workers. This will elevate the effectiveness of the social workers' support to the students in foster care, as well as build out our programming and resources available to these students. Services are being improved for English Learners through provision of technology including Chromebooks for all students and a bilingual technology assistant to support students and families with technology needs. Teachers received extensive training in Zoom and supporting small group instruction in a synchronous setting. In a distance learning format, ELD will be provided synchronously across the district. Bilingual Instructional Assistants are receiving monthly training in supporting English Learners, including through a distance learning format. This training and support for teachers and paraprofessionals will elevate the instructional program in service of our English learners. In addition, dedicated dual

immersion staff have been funded to support dual immersion students in the Virtual Academy. A dedicated teacher and instructional aid provide Spanish language support in small group settings for all dual immersion students whose families have selected distance learning for the entirety of the school year. Services are being improved for low-income students through the provision of technology, including Chromebooks for all students and the district sponsoring the cost of insurance on each Chromebook. Families in need of internet services are being supported by district staff in securing Cox internet, which is funded by the district. In addition, families have been provided MiFi devices, when needed, to ensure all students have reliable internet connection and can access instruction. Teachers received extensive training before the start of the school year in engaging students through distance learning and teachers continue to receive support through district-directed Ed Learn days that provide teacher training and collaboration opportunities aimed at elevating the instructional program. Teachers have also received training and support in iReady in order to diagnose student needs and provided targeted support through small group instruction. The Benchmark Booster program was purchased and teachers were trained in using the program to address learning loss. Instructional Coaches have also been hired to support each elementary school site by providing direct support to teachers in elevating the instructional program in support of our most vulnerable students.