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# 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.]

Leonardo da Vinci Health Sciences Charter School an independent charter school authorized by the Chula Vista Elementary School District that has a health and science focus. We encourage hands on learning where we can assist in developing the skills, talents, and interests of the whole child rather than focusing solely on state test scores. We serve students in Kindergarten through sixth grade. Our current enrollment is 265 students. We draw students from over 25 different schools within the county, and approximately 42.1% of our students are English Learners, 53.8% have qualified for free and reduced lunch, and 11% are receiving special education services. Recently, the CVESD approved the renewal of our charter for a five year term. (2019-2024). We believe that if we are to improve lifelong eating habits among children, it is critical that they learn to make healthy eating and active lifestyle choices. As a health sciences school, a major part of our school’s mission is to create “health literate” students who exhibit knowledge, skills, and behaviors critical to healthy living. Students at Leonardo da Vinci Health Sciences Charter School are valued as first-hand inquirers and producers of knowledge. Leonardo da Vinci embodies the habits of mind fostered in each student.

As a result of mandated school closures in March of 2020, LdVCS created a distance learning program to ensure delivery of instruction to students during the physical closure of our school campus. Distance learning, also called distance education, e-learning, and online learning is a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. LdVCS teachers met with students using Zoom technology to provide direct teacher instruction for 2 hours a day five days per week beginning on March 16, 2020. LdVCS staff were expected to take daily attendance to make sure students needs were met during this closure. The reason for participation tracking and attendance is to ensure our students are safe during the school closure period. We want to make sure they have access to technology, internet access, and the educational resources necessary to be successful during distance learning. All student assignments were communicated to LdVCS stakeholders through the use of Google Classroom (3-6) and Seesaw (K-2).

Technology was distributed to families who provided information about a need through a school-wide technology survey. Families who lacked internet connectivity were given the opportunity to use cell phone hotspots to connect to the internet in the absence of a wifi signal in the

home. The goal at LdVCS is to provide all students with adaptability and freedom, self-inspiration, the flexibility to choose instructional pathways, and easy to access digital resources. Student expectations for digital learning included the following: Checking weekly or daily home learning assignments through Google Classroom and Seesaw and asking questions when students are confused. We want students to understand what they are working to complete and have purpose for working through assignments and projects. Students were asked to complete their assignments each school day, to do their best work and not sweat the small stuff. Keeping track of time and taking breaks as necessary. were suggestions given to alleviate the anxiety associated with a change in program instruction methods. We also asked students to incorporate playing outside during breaks to listen to music, cook or bake with parents, or to simply help more at home. Our goal is to support the social distancing initiative throughout our country at this time to help flatten the curve and save lives. It is important that we all do our best to adhere to these guidelines, even in the professional setting. That creates many unique challenges to each role, which will test our patience and flexibility. Clarity around how each role will be utilized continues to come over time. For now, the distance learning initiative is centered on the teacher launching with support staff collaboration. This approach was successful for our community which was reflected in a parent survey administered in June of 2020.

"For once you have tasted flight you will walk the earth with your eyes turned skywards, for there you have been and there you will long to return." ~Leonardo da Vinci

Leonardo da Vinci Health Sciences Charter School believes that educated people in the 21st century not only have academic knowledge, but also exhibit the "habits of mind" necessary to work collaboratively and solve complex problems in multiple ways. LdVCS students:

- Persist
- Question and reflect
- Strive for accuracy
- Are technologically literate
- Lead others
- Think and communicate with clarity and precision
- Create, imagine and innovate
- Think and work interdependently

Our students develop knowledge of and practice what it means to be healthy individuals physically, mentally, and emotionally. LdVCS students:

- Solve peer conflicts
- Make healthy food choices
- Engage in daily physical activity
- Maintain healthy relationships
- Show good character
- Listen with understanding and empathy
- Have a positive self-concept

Learning knowledge-age skills best occurs when students are actively engaged in authentic and meaningful learning experiences that aim to develop such 21st century skills. Rather than students passively learning isolated facts, the Charter School's instructional program is founded on inquiry-driven, project-based learning (PBL), supported by technology.

## Stakeholder Engagement

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

During the 2019-2020 school year, LdVCS staff solicited the input of the community through various forms of communication. LdVCS administration met with parents via Zoom meetings on three different dates prior to the beginning of the school year. The purpose of the meetings were to inform parents about the process of selecting an instructional approach towards in-person learning, to inform the community about data in Chula Vista which guided our responses, and to check on the social and emotional needs of our families. To reach the maximum capacity of stakeholders, surveys were sent to email address on file for their opinion on many aspects of the school. The parent surveys conducted sought responses to the community's need for technology, food assistance, internet connectivity in the house, and any social or emotional need the family might need help connecting to during the COVID-19 pandemic. The LdVCS parent survey also was designed to offer the opportunity to provide feedback on the distance learning program from March of 2020 through June of 2020. Parents were asked to describe the biggest hurdles to the distance learning program from their perspective as well as the positive attributes of the program. The administration also held five separate Zoom parent information sessions that informed parents about current data regarding the pandemic and ways the school was preparing for in-person instruction, innovative ways to engage students during distance learning, and discussions regarding information from the California Department of Education, The Center for Disease Control, The San Diego County Office of Education and the Chula Vista Elementary School District. The director emailed a weekly update to all parents in both English and Spanish to communicate effectively with all stakeholders. There was also significant communication efforts through Facebook and the LdVCS website ([www.davincicharter.org](http://www.davincicharter.org)). The administration also used Google Surveys to solicit parent, staff and student input regarding the large scale changes at LdVCS. Some of those changes in 2019 were moving from a traditional school calendar to a year-round calendar. We were able to make an informed decision in regards to the annual calendar and what was most effective for our community. During the recent school closures due to COVID-19 in March of 2020, we were able to gather input from parents on the type of learning model, in-person or distance learning, and created a committee to discuss and research the re-opening of schools. The committee met via Zoom and was able to prepare a safe school campus upon resuming in-person instruction.

Drive through events during the school closure to accomplish the following:

1. Distribute technology devices
2. Distribute classroom materials left from the previous school year. Return of personal items.
3. 6th Grade Promotion Ceremony

The drive through ceremonies were designed to connect families and staff who had not seen each other in person for months. This was a way to connect and see families we missed dearly.

Monthly ELAC meetings on campus.

Trimester parent meetings: Coffee with the principal.

Monthly staff meetings.

Parent Orientation

Monthly Board of Trustee meetings open to the public.

A variety of telephone conversations with stakeholder having specific LCAP related inquiries to the director.

Communicated importance of school attendance with parents through:

Parent Orientation Meetings

Parent Handbook

Director Updates

Teacher Communications via the website and email

Parent-teacher Meetings

Partnership & ELAC Meetings

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

LdVCS moved all meeting to a virtual format using the Zoom platform to plan, inform, gather public input and address the stakeholders in the community regarding the business of the school. All meetings were posted in accordance with California Education Code. As a result of the move to the online format, LdVCS was able to increase it's attendance at board meetings, parent information sessions, and classroom meetings.

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

The LdVCS community reflected upon distance learning through a survey created by the administration to collect parent reflection data. The results suggested a large amount of stress with distance learning for parents who were working full-time, had multiple students in multiple grade levels, and fear of too much screen time dominated the responses. Parents also mentioned frustration with the complexity of keeping up with distance learning schedules for the different subject areas outside of the regular classroom meetings. PE, Spanish, and Rtl were mentioned as those other areas that were difficult to keep us with schedules. Parents mentioned that the schedule was too long and that some would like the day to be shorter. Many parents listed time as the most challenging factor to successfully navigating distance learning. Parents lack of resources for keeping their student engaged at home was also mentioned by parents. Finally, connection speed for home servers was also listed as a challenge. Parents also praised LdVCS staff for their high level of communication, complete distance learning program created rapidly and effectively, the time distribution of technology such as chrome books and internet hotspots and also the high level of teaching demonstrated by the staff during the school closures.

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

The consultations resulted in increased communication with different stakeholders including parents and community members. As a school, we were able to listen closely to what parent's value in the school day and what they expect their students to encounter on a daily basis. We were also able to disseminate information on a very confusing topic for most parents. This important stakeholder group is essential in the decision making process and we feel encouraged by the increase in parent comments, attendance at SSC meetings, ELAC meetings, and public Board of Trustee meetings held each month. We were able to receive: Parent Input, Community Input, Student Input, and Staff Input. In addition, since two-thirds of absences contributing to truancy are due to early dismissals and tardies over thirty minutes, we will focus outreach around ways to decrease the number of early dismissals as well as tardies. We met many of the goals outlined and fully implement the after school tutoring program as anticipated. We have a clearly structured RTI program fully implement during 2016-17 and enhanced for the 2017-2018 school year providing one and a half hours of structured intervention per week for all students. The RTI program includes universal screening of all students, specific tier one supports that teachers provide within the classroom, targeted tier two supports provided by instructional assistants during the school day along with before and after school tutoring, and tier 3 support provided by the instructional assistants and intervention teacher. Reading Plus and SIPPS are used with students to differentiate instruction, give students universal access to literature, help ELL understand word structure and meaning over memorization, and a highly talented team of Rtl support staff who push into classrooms and offer students small group instruction. Each group is formed based on assessment data, teacher input, and ability.

## 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.]

Leonardo da Vinci Health Sciences Charter School will propose the following options for our stakeholders to decide between in terms of in-person instruction. LdVCS plans to select one of the blended learning/hybrid instruction models and provide full-time distance learning in conjunction with the blended learning model selected by the stakeholders. This will allow for any person who is not comfortable with in-person instruction. The models are as follows:

1. Two-Day Rotation Blended Learning Model
2. A/B Week Blended Learning Model
3. Looping Structure
4. Full Time Distance Learning

Students report to school on two designated days based on grade level for in-person instruction (example: Monday/Wednesday for grade levels K–3 Tuesday/Thursday for grade levels 4–6). On the other days, students are engaged in enrichment opportunities aligned with

academic goals established by the school through various programs, either on site or with community partners, that are coordinated by school instructional staff. This could mean small group instruction for certain student groups, such as English learners receiving designated English language development. Physical education, health, and other content area teachers, as well as administrators and teachers on special assignment, could be included to reduce student–teacher ratios. On Fridays, all students would be engaged in distance learning opportunities and teachers in collaborative planning and/or professional learning opportunities. An important consideration is maximizing pre-existing student–teacher relationships. This could include students returning to teachers they had before the closure, creating advisory groups that build on positive relationships, or instituting looping to ensure students know who they will be working with for the next two or more years. Half of the student population attends in-person learning opportunities four full days per week while the other half is engaged in distance learning opportunities.

The students would alternate each week. All grade bands would be included. The instructional program would be sequenced to accommodate both asynchronous and synchronous learning opportunities for students. One day a week, all students would be engaged in distance learning while teachers would use the time for collaborative planning and professional learning. LdVCS may also decide to have certain grade levels attend only in-person instruction while other grade levels engage in only distance learning instruction. For LdVCS, there is an opportunity for students to stay with the same teacher in cohorts for multiple grade levels if the community feels this is the right direction for the school and the students.

Looping provides opportunities for improved relationships between students and teachers, more targeted and efficient instruction, and a higher attendance rate. For example, a teacher and student cohort would stay together for first and second grade, increasing the opportunity for literacy rates on or above grade level. Teachers and students staying together over multiple grade levels can build a better understanding of health and safety, decreasing risks to students and staff.

Distance learning, also called distance education, e-learning, and online learning is a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. LdVCS staff will distribute technology devices such as ChromeBooks or iPads to students who do not have access to these devices at home. Additionally, LdVCS will assist in providing internet access to families needing connectivity ability in the home.

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

Description	Total Funds	Contributing
Securing PPE for students and staff: LdVCS has purchased plastic barriers for teacher desks to prevent the spread of COVID-19. The school has also purchased individual face masks, disinfectant, hand sanitizer, signage to reflect new school procedures, and face shields for all teachers to use during in-person instruction.	50000	Yes
Creation of the LdVCS COVID-19 Operations Plan	0	Yes

Description	Total Funds	Contributing
Professional development for teacher to monitor student health	4000	Yes
LdVCS staff created a "Re-Opening Committee" to provide insight and information.	0	Yes
LdVCS has purchased plastic barriers for teacher desks to prevent the spread of COVID-19. The school has also purchased individual face masks, disinfectant, hand sanitizer, signage to reflect new school procedures, and face shields for all teachers to use during in-person instruction.	3500	Yes

## Distance Learning Program

### Continuity of Instruction

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

LdVCS staff provide 240 minutes of instruction each day in both a synchronous and asynchronous manner. Each teacher provides 120 of daily live interaction with the classroom teacher via Zoom video classes. In addition, all LdVCS students are provided physical education for 30 minutes per day, Spanish language classes for 30 minutes per day, and all special education services are provided daily as well. Classroom teachers also provide 120 instructional minutes in an asynchronous manner by using Google Classroom, Seesaw, or email. Assignments are posted in each place for students to access and complete throughout the day. The finished product is kept on file for the teacher to review and assess. The goal of Leonardo da Vinci Health Sciences Charter School is to implement a rigorous, multi-faceted assessment program to ensure that student performance levels are meeting and/or exceeding state and school academic standards. Students will be assessed regularly throughout the school year with monthly benchmarks set in place. The content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity.



## 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.]

LdVCS staff will distribute technology devices such as ChromeBooks or iPads to students who do not have access to these devices at home. Additionally, LdVCS will assist in providing internet access to families needing connectivity ability in the home. The internet access is provided through wireless hotspots from T-Mobile. The devices are very easy to use, connect very quickly and provide uninterrupted internet connectivity for all devices in the house.

## 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.]

LdVCS staff will take attendance at the end of each live synchronous classroom lesson. Each LdVCS teacher holds a separate "office hours" to discuss and issues that may arise or if a student needs to ask any follow up questions that will lead to a better understanding of the assignment. The assignments will be graded on a point scale and the assignments will be discussed with students to provide clarity and understanding. For the asynchronous portion of the instructional day, LdVCS teachers provide students and parents with a number of instructional minutes for each assignment so that students and parents working together in the home can keep good track of the 240 instructional minutes required for each student daily. Although kindergarten students only require 180 instructional minutes, LdVCS teachers have committed to going above and beyond the set requirement of instructional minutes to address significant learning loss that may have occurred during the school closures in March of 2020.

## 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.]

LdVCS staff participated in a professional development seminar through Solution Tree on August 10, 2020. The remote teaching virtual institute provided keynote speakers, individualized breakout sessions tailored to specific education platforms, and ready-to-use classroom activities designed to foster relationships, create a sense of belonging in a different classroom setting, and activities to support student growth during distance learning. LdVCS staff continued it's professional development meetings with the San Diego Global Vision Academy and UCSD in regards to mathematics and how to adjust the strategies to assist during distance learning. LdVCS staff met with them on two separate occasions: Friday July, 31, 2020 for a whole day PD with staff and again on August 28, 2020 for a three hour follow up discussion and professional development.

## Staff Roles and Responsibilities

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

Staff roles pivoted to distance learning teaching strategies. Time of instruction was set at 240 minutes per day.

## 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.]

LdVCS provided uninterrupted response to intervention support for English Language Learners through designated English language development instruction that consisted of separate Zoom meetings with our ELD coordinator. This instruction happened outside of the regular Zoom meetings conducted in their grade level classroom. Our Rtl staff also supported ELL's in their regular classroom Zoom meetings to provide support. At times, the classroom teacher would provide a separate break out room during classroom Zoom instruction to reinforce necessary elements of the activity and support our ELL's. Regular school lunch services continued during the school closure period with LdVCS families using one of nine school sites in our district to receive lunch for the current day and breakfast for the following. LdVCS administration was present to assist with distribution of meals and to provide moral support to our families during this unprecedented time. LdVCS has instructional aides who speak both English and Spanish. The IA's were able to provide translation, support with the comprehension of literature, to provide context in classroom discussions happening in real time, and offer an added level of support necessary to maintain organization and understanding during the transition to distance learning. LdVCS staff provided all information in both English and Spanish. This included the weekly updates provided by the director, any updates on program changes, dates and times for important Zoom meetings where updates were provided, announcements and messages distributed by recorded calls were also translated into Spanish. LdVCS has a homeless student liaison who provided consistent information on resources for food, shelter, and emergency services in the community. Multi-tiered systems of support were communicated to all families which were provided as outside options for counseling, housing assistance, emergency services for domestic violence and child abuse, and assistance with clothing and home goods. Our partnership with the Chula Vista Community Collaborative was not interrupted during the school closure and all LdVCS stakeholders had information and access to the resources provided by CVCC. LdVCS also contracts with Southbay Community Services to assist our families (<https://southbaycommunityservices.org/>). Special Education and Related Service THERAPY COVID-19 SERVICE CONTINUANCE PLAN OF ACTION for Leonardo da Vinci Health Sciences Charter school will provide the following:

1. Obtain Parent contact information from school via demographic sheet for all students. <This will require the electronic transmission of Student Demographic Sheets or data from School Personnel.
2. Contact Parents to determine internet access, computer/device access, and schedule availability.
3. Obtain Parent Permission for Tele-therapy Services via email indicating consent.
4. Determine Availability based on student's current class/school/educational schedule/parent availability
5. Create a Therapy Schedule to be shared with parents and school.
6. Documentation of service delivery – via parent email verification, and free access to zoom.us (video conference).

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

Description	Total Funds	Contributing
Purchased licenses for online platforms to deliver academic content to students during distance learning.	10000	Yes

Description	Total Funds	Contributing
LdVCS staff provided laptop computers and mobile hotspots to any LdVCS family needing connectivity assistance.	4000	Yes
Administration provided technical support and assistance to families who were not familiar with the technology platforms and devices.	0	Yes
LdVCS administration offered support to families by conducting home visits.	0	Yes

## Pupil Learning Loss

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

Leonardo da Vinci Health Sciences Charter School uses a program called Imagine Learning to provide resources in English language development, English language arts mathematics. The resources provided on this digital platform are designed to supplement the curricular work that teachers provide in a robust mathematics curriculum called Eureka mathematics. LdVCS staff have found value in Imagine Learning resources in ELA and mathematics for support, intervention, enrichment and diagnostics. Imagine Learning offers staff a benchmark assessment in English language arts and mathematics at each grade level. The assessment results give teachers specific and timely data that allow for planning of individual student growth, support for struggling students, and data for teacher to plan and implement lessons that engage the areas of need for all students in the classroom. Alternative Assessments - promote high-level performance, empower students to become responsible learners, and raise the bar for student achievement. Selected activities engage students, demand excellence, and measure student growth in meaningful ways. Alternative assessments include: performance assessment, writing, portfolios, student generated rubrics, student-led conferences, and presentation protocol.

1. Performance assessments require students to show or demonstrate what they have learned as an alternative and/or in addition to paper and pencil tests. These include but are not limited to: experiments, writing pieces, demonstrations, presentations, and role play.

2. Holistic Writing samples gauge grade level writing ability as well as individual student performance. The writing sample, documents growth and is a clear demonstration of writing skill. It reveals specific writing abilities to the student, teacher, and parent so that realistic goals can be developed to increase student achievement. Samples are used in grade level discussions to improve instruction and across grade levels to clarify expectations.
3. Portfolios are an on-going assessment designed to reinforce the concepts of self- evaluation and goal setting. A portfolio is a collection of student work gathered over a period of time for the purpose of demonstrating learning and measuring growth. Although portfolios contain work selected by both the student and teacher, the students reflect upon and assess their own progress and identify areas of strength as well as areas that require improvement.
4. Reflective Journals are a weekly opportunity for students to evaluate and maintain a written record of their progress. At the close of each week students consider and respond to questions such as the following: (1) What did you learn this week? (2) What are you proud of? (3) What is something that challenged you or that you need help with? When answering each question students explain and provide examples which support their reasoning, then set a goal for the next week. Goals are personal and can be academic, behavioral, physical or artistic. Students then create a plan to meet this goal, and determine a timeline on which to work, and finally evaluate whether or not they met their goal, and how to proceed next.
5. Rubrics define the criteria and standards by which a product, performance or demonstration will be developed and assessed. These criteria can be teacher- generated, but the most powerful use of rubrics are those developed with students. This requires the students to articulate and agree upon the most important aspects of their learning prior to beginning a task. Therefore they are able to focus on and strive toward the desired goal because they know what is expected of them. The responsibility is put into the hands of the students as they assess themselves and in the end they are able to clearly see and understand what they have done well and where they need to improve. Student-generated rubrics, guided by the teacher, increase levels of learning and raise the quality of achievement. Rubrics can be generated for specific projects or standardized and used throughout the year to show growth.
6. Student-led conferences empower students and help to establish effective communication between students, parents, and teachers. During these conferences students are responsible for sharing their academic progress by presenting their portfolios and demonstrating skills. Students evaluate their progress and set goals for themselves, which allow them to accept responsibility for their learning and become accountable for their progress.

## **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.]

When in-person learning resumes, LdVCS will continue to implement and serve our most vulnerable students during the response to intervention support time that is imbedded into each grade level. The response to intervention team uses Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) at the K-3 level as a researched-based foundational support program that is proven to help both new and struggling students build skills and confidence for fluent and independent reading. LdVCS staff feel this approach will help our students better understand what is being read by them to also increase their understanding of the literature. LdVCS

staff fell strongly that this will lead to better comprehension, writing, and expression of ideas and opinions. Our response to intervention cycles run in conjunction with our trimester report card periods. At the end of each trimester, or sooner depending on ongoing data and assessment, response to intervention groups are realigned to offer maximum support to student Rtl groups based on need and subject area. The goal is to address learning gaps that students may display based on the data and feedback from the classroom teacher. The response to intervention is an extra 30 minutes of support outside of the general education classroom. Classroom teachers and the English language development coordinator meet regularly to ensure the same focus, strategies and goals occur in both the response to intervention room and the general education classroom.

## 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.]

LdVCS staff has determined that it will use a variety of measures to address, analyze, and enact changes to instructional data gleaned from the learning loss benchmark results. LdVCS staff has decided to use Imagine Literacy and Imagine Math online platforms to deliver benchmark assessments in English language arts and mathematics. LdVCS staff will use the data in three different ways to provide support to students based on the results of the data collected. One, LdVCS staff will use the data to determine small learning groups who will receive extra support from the LdVCS Rtl team. This groups provides 30 minutes of daily small group instruction based on lessons and activities from SIPPS and Reading Plus. Two, LdVCS staff will use the data to determine individual support needed for students during designated and integrated ELA lessons given at each grade level. Daily lessons in grammar, phonics, and comprehension can be individualized for each student group based on results from the benchmark data. Three, LdVCS staff will use a variety of local measures to provide a deeper dive into the support that each student needs to progress. Local data can include, but is not limited to, DRA, formative assessments, exit tickets, analytical reading inventories and other measures researched by staff.

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

Description	Total Funds	Contributing
Renew site license for Imagine Learning	10,000	Yes
Professional development for teachers on the planning, organizing, and delivery of assessments.	2000	Yes
All students given chromebooks to access the Imagine Learning website from home.	0	Yes
LdVCS staff used Imagine Learning Literacy and Imagine Math to deliver baseline benchmark assessments to assess learning loss in English language arts and mathematics.	10000	Yes

Description	Total Funds	Contributing
Align all technology platforms, textbooks & supplemental materials with the content standards.	0	Yes
Teachers develop strategic planning using California Common Core Standards	0	Yes
Classroom libraries with a variety of genres in digital format as well as actual books in the classroom when students return to in-person instruction.	0	Yes
Response to intervention small-group instruction in English language arts and mathematics.	0	Yes

## Mental Health and Social and Emotional Well-Being

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

Multi-tiered systems of support were communicated to all families which were provided as outside options for counseling, housing assistance, emergency services for domestic violence and child abuse, and assistance with clothing and home goods. Our partnership with the Chula Vista Community Collaborative was not interrupted during the school closure and all LdVCS stakeholders had information and access to the resources provided by CVCC. LdVCS also contracts with Southbay Community Services to assist our families (<https://southbaycommunityservices.org/>).

## 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.]

LdVCS involved all stakeholders by sharing what school closure information, WASC and LCAP programs entail, what is involved, and seeking input and feedback throughout the process. During various stakeholder meetings, including governance committee meetings (open to entire community), staff meetings, LdVIP meetings (parent group), Chats with the Director (parent meeting), we reviewed, discussed, wrote, and revised responses to the prompts. As each section was written, it was posted on the school website for review and feedback. We reviewed the school's purpose – its mission, vision, ESLRs and whether they were still relevant. We examined demographic and assessment data. LdVCS regularly surveys students and parents about the school and program, seeking continuous improvement by identifying what's working and what is not. For the LCAP and WASC, and school closure information, the leadership team comprised of teachers and administration also created and sent out surveys in English and Spanish as well as an LCAP-specific parent survey. To involve students, the leadership team created student-friendly questions. For some questions, we created an online survey that was given to all students in grades K-6. Kindergarten modified part of that survey asking students to share what they liked best in a class meeting format. For other questions, we used a representative sampling of students, administering different questions to each student. LdVCS is responsive to the needs of parents, students, and staff, bringing stakeholders together as specific needs and questions arise. LdVCS administration is available to answer questions and speaks both English and Spanish.

## 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.]

Due to the extraordinary circumstances that our families are facing, the LdVCS will extend its "grab-and-go" meal service through the entire school closure period. The meal distribution will take place at nine school sites across the region. Families will only need to make one trip to the closest school location to pick up lunch and breakfast for the next day for children ages 1 to 18. Each school location was listed along with the address and telephone number for contact and travel purposes. The hours extended from 10:00 a.m. to 12:00 p.m. (noon) each day. Meals were distributed by school district employees using all social distancing strategies. All employees distributing food wore facial masks and gloves. Hand sanitizer and washing stations were readily available as well. As cars arrived, the employee handed each car a pre-filled package of food items for lunch on that day and breakfast for the following day. Person to person contact was minimal if at all. There is a requirement for students receiving the meals to be physically present. Meals were served cold and needed to be reheated at home. Additional resources were communicated as follows: For additional Food Resources, please review the options listed below. Both the Jacobs & Cushman San Diego Food Bank and Feeding San Diego are operating as usual. By calling 211, clients can provide their address and be directed to the closest food distribution in their area. The San Diego Food Bank website will direct to their distribution sites as contained on the 211 website (<https://my211.force.com/s/service-directory?code=BD>). Assistance from CalFresh program and local CalFresh application assistance continue to operate as normal. Benefits will be received by enrollees as normal. Feeding San Diego continues to offer application assistance, however, all appointments will be conducted via telephone or Zoom conference. Feeding San Diego will not host any in-person

visits or workshops. We also informed our community that The San Diego Hunger Coalition is putting together a COVID-19 food assistance-specific webpage, where visitors can get updated information on food distribution sites, CalFresh updates, CalWORKS updates, and WIC. They will also have opportunities for advocacy regarding emergency food funds from the State and Federal levels ([www.sandiegohungercoalition.org](http://www.sandiegohungercoalition.org)). LdVCS families were also given specific information on the application process for a pandemic EBT card that would provide further financial assistance in acquiring food.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	All LdVCS board of directors meetings are given on the Zoom platform to increase attendance and parent participation. This practice began in March of 2020.	\$2000	Yes
Distance Learning Program (Access to Devices and Connectivity)	LdVCS purchased 90 chrome book devices to replace broken or outdated devices.	\$39,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	LdVCS offered T-Mobile hotspots to address connectivity issues for our community.	\$2000	Yes
Distance Learning Program (Distance Learning Professional Development)	LdVCS staff professional development in mathematics and distance learning techniques and strategies. One group was Solution Tree Education and our other professional development opportunity is through University of California San Diego.	\$5000	Yes
School Nutrition	LdVCS administration provided information and support for the weekly distribution of breakfast and lunch each Tuesday afternoon.	0	Yes



Section	Description	Total Funds	Contributing

## 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
14.88%	\$288,112

### 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.]

LdVCS has formed an English Learner Advisory Committee (ELAC). All families have the opportunity to participate on the school's ELAC to advise the Director and staff on programs and services for English Learners; advise school leadership on the development of the Single Plan for Student Achievement (SPSA); develop the school's needs assessment; implement the school's annual language census; and help make parents aware of the importance of regular school attendance. If students are not making sufficient academic progress as indicated through ELPAC results and the above data, the ELAC will make recommendations as to how to modify the EL program as needed. LdVCS organized and informed parents during the following events: Areas of responsibility include, but are not limited to, CAASPP coordination and support, tier three small group interventions daily across all grade levels, support and resources regarding structured word inquiry approach to teaching ELD, after-school support to parents of English language learners through professional development, informational classes, and adult acquisition of the English language. The ELD Coordinator supports students after school providing tutoring using the structured word inquiry approach as well as supportive mathematics resources. The ELD Coordinator is also an active member and participant in the English Language Advisory Committee (ELAC). The ELD Coordinator gives a report to the ELAC members updating information and making members aware of important initiatives pertaining to English language development. The board of trustees also review information from the ELAC committee. To assist our Long Term English Learners (LTEL), they are given a thirty-minute structured word inquiry lesson after school with the English language development coordinator. This intervention gives our students an added 2 hours of vocabulary inquiry

that we believe has a positive effect on our student's ability to comprehend what they read. During an English Language Support Team meeting, the individual English Learner's English and/or academic needs are examined. Based on the results of the needs assessment (including language and academic history), a Personal Language Plan (PLP) is developed specifying the intervention programs/services and personnel used to assist the individual student in meeting his/her goals. Such intervention may include in-class and/or extended day programs and services. The identified English Learner is provided with the intervention programs and services as specified in the PLP, and his/her progress is carefully monitored throughout the school year. Adjustments and modifications to the PLP are made when necessary. All records on the student's progress are kept in their cum files for monitoring purposes. The program for EL students is continually assessed to ensure: EL students are making strong academic progress as measured by school-based assessments, EL students are classified as proficient in English in five to seven years, or less, EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams and EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students. LdVCS evaluates the effectiveness of its education program for ELs by monitoring teacher qualifications and the use of appropriate instructional strategies based on program design, monitoring student identification and placement, monitoring availability of adequate resources and monitoring distance from met data year-over-year on the CAASPP for 3rd through 5th grade ELs.

We identify students who are socioeconomically disadvantaged/low income through National School Lunch Program applications. We annually survey economically disadvantaged parents for their feedback on our program, what informational topics they might find to be helpful, and how supported they feel. These results help us better understand how to implement stronger supports. With respect to academic needs, economically disadvantaged students are offered the same interventions and strategies that are employed school-wide. In addition, for those whom are underperforming, they are offered supplemental education services in the form of after school tutoring. Our community makes strong efforts to provide support by fundraising so that the school can continue to offer discounts or scholarships for enrichment activities or goods (e.g. yearbook, field trips, book fair). This support is provided in a way that protects the students whom are participating in the National School Lunch Program.

Foster youth and their family members received information on the homeless liaison for LdVCS. Our families received information on who to contact in case of an emergency or to speak with an individual at the school in a confidential manner. For our foster youth and low-income families, LdVCS administration created a partnership with the Chula Vista Community Collaborative. CVCC allows LdVCS to submit referrals for our families to receive assistance and help in the following areas: Family support and advocacy, parenting resources and support, health insurance enrollment assistance, employment assistance, emergency food items, CalFresh application assistance, housing advocacy and navigation, a community closet for emergency clothing assistance, information or referrals to another department for assistance, applications for SDG&E CARE program, referrals for mental health counseling, adult education classes, health and safety information and volunteer and community opportunities. Our ELD coordinator also provided classes in English language development designed to assist families in providing academic support at home during distance learning.

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

LdVCS dedicates one and a half hours per week to targeted English language development instruction. The ELD Coordinator is responsible for all aspects of program monitoring as it relates to our English Language Learners (ELL). Response to Intervention time is implemented and monitored by the ELD Coordinator and used effectively through small group instruction across all grade levels. In 2019, LdVCS staff determined through our data analysis concerns and inconsistency in mathematics for grades 4-6. We noticed that while making strides in

ELA on the number of students meeting or exceeding the standards on the CAASPP state testing, our math scores within the same testing measurement remained stagnant and even dropped off for certain demographics. As a result, the staff chose to focus collective response to intervention time for grades 4-6 on mathematics achievement and to increase the frequency of exposure and practice of ELA practice during core subjects such as science, health and social studies. By increasing the amount of exposure to vocabulary, grammar, and sentence structure in the core subjects, LdVCS staff could offer more effective math instruction during Rtl time and increase support in mathematics to our students. The process of creating and maintaining the schedule is the responsibility of the ELD coordinator. Creating a schedule to accommodate one and a half hours of push in intervention services across all grade levels and for all students in small groups is a difficult task. Our team of Rtl instructional assistants descend upon classrooms, break students up into small learning groups, deliver lessons designed, planned and developed based on assessment data and concise analysis of the data. The Rtl team creates small mini-routines inside of the classroom to assist in the development of whole classroom structure. Specifically dictated by the CAASPP student data, we recognized a need in fourth, fifth, and sixth grade in mathematics and implemented time in the instructional day to support students more effectively. The result of reshaping our Rtl groups to support math enrichment using Excel math resources as well as Eureka math classroom lessons and activities led to an increase in percentage of students meeting or exceeding the standards according to CAASPP results from 2017 and 2018. Our after school tutoring program also supported students seeking assistance with mathematics. Our ELD Coordinator monitors and supports ELs after school to add another level of support.

Foster youth and their family members received information on the homeless liaison for LdVCS. Our families received information on who to contact in case of an emergency or to speak with an individual at the school in a confidential manner. For our foster youth and low-income families, LdVCS administration created a partnership with the Chula Vista Community Collaborative. CVCC allows LdVCS to submit referrals for our families to receive assistance and help in the following areas: Family support and advocacy, parenting resources and support, health insurance enrollment assistance, employment assistance, emergency food items, CalFresh application assistance, housing advocacy and navigation, a community closet for emergency clothing assistance, information or referrals to another department for assistance, applications for SDG&E CARE program, referrals for mental health counseling, adult education classes, health and safety information and volunteer and community opportunities. Our ELD coordinator also provided classes in English language development designed to assist families in providing academic support at home during distance learning.