

# DEHESA SCHOOL DISTRICT

**To:** Members of the Board  
**From:** Bradley Johnson  
**Subject:** Learning Continuity and Attendance Plan

Meeting Date: September 23, 2020

- Action
- First Reading
- Information
- Presentation
- Discussion
- Public Hearing
- Roll Call Vote Required

**Background:**

On September 10, 2020, the Superintendent and Principal presented the learning continuity and attendance plan at a public hearing of the governing board of the school district for review and comment by members of the public. The Learning Continuity and Attendance Plan takes the place of the LCAP (Local Control and Accountability Plan) for the 2020-2021 school year and outlines Dehesa's plan for ensuring instructional continuity and attendance while students are engaged in in-person and distance learning throughout the coming school year.

**Financial Impact:**

N/A

**Student Impact:**

N/A

**Recommendation:**

Administration recommends the Board approve the Learning Continuity and Attendance Plan.

**Agenda Item #: VIII.A**

### 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
Dehesa School District	Jholei Evans - principal	<a href="mailto:Jholei.evans@dehsasd.net">Jholei.evans@dehsasd.net</a> , 619-444-2161

### General Information

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

When Dehesa closed the school to in-person attendance in March 2020 in response to COVID-19 precautions, all school programs transitioned to a distance learning model. For students who were accustomed to accessing digital materials in the classroom, the change was minimal, but for our parents, this new style of accessing learning was a significant shift. Dehesa responded to this change by providing all students and staff who needed a device with Chromebooks and/or hotspot to allow for distance learning. Through the use of video conferencing, teachers and paraeducators are able to interact with students individually and in small groups. For students for whom online options are not effective or feasible, a paper/pencil alternative is offered with packets available for pick-up and drop-off in a socially-distanced school setting every other week. In addition, advanced professional development opportunities were offered to teachers to enhance their repertoire of instructional techniques, specific to creating effective distance learning environments for students, mitigating lost learning, and accelerating academic achievement for students with unfinished learning. Current

school closures have added to the time that most students already spend at home during the summer months without explicit face-to-face instruction from teachers. Meanwhile, teachers researched and attended workshops and professional development training during Summer Break to adapt content for an online platform. Parents continue to juggle work responsibilities (if not joblessness) with caring for and educating their own children. A few of our families had to transfer school due to job loss or job relocation.

Looking ahead, Dehesa is continuing to assess strategies that are already in place and reviewing new or additional resources to ensure students have access to the best practice available. Dehesa recently formed a Safety Committee consisting of administrators, classified staff, certificated staff and parents to design and appraise safe environments for a time when students return. Dehesa has a plan that addresses the specific needs of the site, the staff and students.

## Stakeholder Engagement

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

When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from educators, families, and students. Surveys were sent home to determine the community and staff's need to ensure the education of our students continued. Fifteen percent of our families responded to the survey. Weekly video conferences between educators, support staff, and administrators allow for the sharing of best practices among colleagues and provide a forum for staff to request specific support and resources to improve their virtual teaching strategies. Teachers were also interacting with students daily and requesting ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services. Ninety-four percent of our families responded directly to teachers during one-on-one check ins. Teachers

brought this input to their weekly staff meetings to help inform the resources being made available to staff, students and families.

The Learning Continuity and Attendance Plan was also discussed at staff meetings to engage colleagues in a dialogue about the needs of teachers, methods for successfully engaging the distance learner, and methods of ensuring students are provided a continuity of learning regardless of the model of delivery. Through surveys and teachers' interactions with students and parents, ideas were gathered for improving the school program, needs were addressed, and commendations were shared for educators who are going above and beyond to assist students. Student input was received by teachers during morning meetings and virtual office hour sessions.

The Learning Continuity and Attendance Plan was also shared with the School Site Council to gather their input regarding the quality of the school program and supports and services necessary to help their children be academically successful.

The feedback we will receive from the community and staff in connection with the Public Hearing during the Board of Education meeting where Dehesa's Learning Continuity and Attendance Plan will be presented will also help to inform the direction of the school programs. Individuals wishing to provide input may join the meeting virtually or submit written comments via email, US mail, or leave a message at a designated phone number.

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

Understanding that not all Dehesa families have access to technology or feel comfortable using online tools, alternate options were arranged for stakeholders to contribute to the public hearings for the Learning Continuity and Attendance Plan. Parents were notified using One-Call Now Telephone Messaging system of their options to share their responses. A mailing address was provided for

comments to be sent via US mail, and a phone number was available for leaving messages. Phone calls directly to families of Dehesa students and electronic surveys will also be used to solicit feedback. One-Call Now has a feature to translate Dehesa's English messages into various languages including Spanish, Tagalog, and Pashto. At the beginning of each year, parents have the option to notify the school through the registration system in what language they prefer to receive messages.

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

As the recipients of the educational services provided by Dehesa's school programs, direct feedback from students was of significant interest. In the course of daily interactions with teachers, students expressed both gratitude for the devices provided to them, but also frustration with managing technology issues on their own, with some students requesting paper/pencil assignments for ease of use. Students also shared that they missed the camaraderie they felt at school and looked forward to virtual class meetings where they could interact with their peers.

A common theme among certificated and classified staff and school administrators was the importance of maintaining consistency in the virtual school day to the extent possible. Establishing daily school routines for distance learning were recommended as a way to help students understand the continued importance of the work they are doing, despite not being in the classroom.

Teachers described missing students and the rapport they had built over time through daily in-person interactions. Distance learning also provided teachers a more personal glimpse into the student's home life which heightened their awareness of the need to provide students with additional support services. During staff meetings, teachers requested additional community resources they can offer to students and their families as needed. In regards to instructional strategies, teachers appreciated the additional training, workshops, and resources offered to them, but shared that the amount of information available to them was at times overwhelming. They shared that time to organize, to

practice, or to examine the resources available to them is necessary. Technology was also a challenge for a few teaching staff, and many have turned to their peers for additional assistance. Our Technology Specialist offered workshops to small groups of teachers based on the needs.

Outreach to families revealed the need for additional technology support to accompany the distribution of devices to students and connectivity. Some families shared that WIFI connections are minimal. Dehesa's Technology Specialist person continued to collaborate with the County to ensure coordination of services and access to services for families facing additional challenges due to COVID-19. Dehesa provided families a list of companies offering hotspots or discounted WIFI.

The results of the parent survey also told us that an overwhelming majority of our parents are wanting additional mental health support services available to students, but they feel that some of the school teachers are helping their child through daily check-ins and social emotional lessons. However, some parents expressed an uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home. During a board meeting and School Site Council meeting, parents shared a desire for the distance learning school day to include additional content and offer increased opportunities for engaging with teachers.

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

To address the common frustration expressed by teachers, parents, and students regarding the remote use of technology for teaching and learning, the Dehesa School's Technology Specialist created a troubleshooting document addressing common technology issues and expanding tech support call-in options for students. The troubleshooting documents, in English and Spanish, were e-mailed to families, posted on the school website, and posted on Social Media Sites. Teachers also

shared the information in GoogleClassroom. The Technology Specialist will follow up by exploring the possibility of creating a series of brief how-to videos for the websites demonstrating solutions to frequently asked technology questions. Dehesa's Technology Specialist continued to collaborate with the County to ensure coordination of services and access to services for families facing additional challenges due to COVID-19. Dehesa provided families a list of companies offering hotspots or discounted WIFI.

To help teachers access multitudes of resources, a GoogleClassroom was designed to become a repository easily accessible to teachers. By creating a single, virtual clearinghouse of links, videos, and tutorials, teachers are able to access all of the resources in one easy-to-find location, allowing them to focus their attention on the content most applicable to their students. This more centralized approach to resource distribution allows teachers time to review the applicable materials and design additional engaging online lessons to enrich the students' learning experiences.

To address the interest in establishing more consistent daily school routines for distance learners and the request for additional engaging activities, the principal reviewed with teachers Assembly Bill 77 on setting recommended instructional minutes. Daily schedules for students were created based on the bill's per grade level recommendations. A very detailed list of recommended minutes and sample schedules were added to Dehesa's Distance Learning Plan which was emailed to parents and was also posted on Dehesa website and social media sites.

<https://www.dehesasd.net/files/user/2/file/Updated%202020-2021%20DISTANCE%20LEARNING%20PLAN.pdf>

Continuing to address the mental health support needs of students during distance learning and the transition back to in-person school was of particular interest to Dehesa's community partners and was a recurring theme in many of the remarks from families and teachers. To respond to this common concern, additional Nearpod resources focusing on Social-Emotional Learning was purchased to enhance teachers' remote counseling skills and enable them to more effectively support students

outside of the classroom environment. A few minutes of Wednesday staff meetings is designated for check-ins where teachers can discuss successes and challenges. We use The Distance Learning Playbook written by John Hattie, Douglas Fisher and Nancy Frey as a guide to learn various self-care strategies and ways to manage distance teaching more efficiently so that teachers can easily balance work and home life.

A monthly discussion with Dehesa Teachers Association allows unit members to provide input regarding curriculum, and school operations that affect bargaining units. Teachers share specific needs, whether it be time or resources, to improve their teaching. Classified employees focus on time management and a safe work environment.

## **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.]

Dehesa will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor’s office, and state and local health agencies to plan for in-person scenarios as health conditions in San Diego permit us to return to in-person instruction in the school year ahead. Dehesa began this process several months ago and will continue to refine its plans using the work of task groups, safety committee and input from all stakeholders. Our current plan is to start the FY20-21 school year via distance learning for the first 6 (six) weeks of school starting August 20th through October 2nd. On or about September 18th we will reevaluate whether we will be in a position to



commence onsite learning on October 5th. At that time if it is determined that we cannot open for onsite learning, we will establish a new, minimum schedule for distance learning.

Dehesa understands that even when in-person instruction resumes many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred. Dehesa families will have the option to continue Distance Learning or Onsite learning.

Dehesa's focus and commitment to reopening schools safely and resuming in-person instruction are evidenced by the following:

**Safety** – Dehesa is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. A Safety Planning Committee consisting of administrators, classified employee, certificated teachers, and parents is formed to continually assess safety guidelines, plans, and resources. A comprehensive board approved Safe Reopening Plan based on county guidelines was created and made available on the school's website.

[https://www.canva.com/design/DAED9sIBjaQ/l4sagMgzB\\_VIWN25PD-D5A/view?utm\\_content=DAED9sIBjaQ&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAED9sIBjaQ/l4sagMgzB_VIWN25PD-D5A/view?utm_content=DAED9sIBjaQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

**Academic Success** – The foundation of Dehesa's school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and distance learning with a highly-engaging and rigorous curriculum and staff to support the learning at all levels. The use of online MAPs, STAR math and language arts assessments and IEPs will allow teachers to remotely evaluate students' academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on need.

**Mental Health Support** – Providing mental health support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. Dehesa will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health lessons. Our partnership with Alpine Union School District’s Student Services Department helps us gather additional ways to provide emotional support in addition to daily check-ins, Social-Emotional Learning lessons, and 1 on 1 sessions during teachers’ office hours. The coordinator of Student Services contacts families to assess needs and provide additional emotional support to students.

**Communication** – Frequent, two-way communication with students, families, agencies and stakeholders will ensure the best quality, most effective learning experience and allow schools to adapt to the changing needs of our students.

**Re-Engaging in School Routines** – The core operational structure of Dehesa’s school programs is a stable cohort of students who are able to focus on school routines. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with educators will allow students to re-engage the skills they had before the pandemic.

**Families and Communities** – Dehesa continues its commitment to families through the ongoing efforts of school teams dedicated to family engagement and outreach. During uncertain times, connecting families to the school and community resources is a critical component of a successful school program. Teachers continuously connect with parents and students to assess immediate needs. The administrators set aside time to meet with parents with immediate concerns. The administrators maintain friendly relationships with parents as the families’ comfort is essential in the school’s continued effort to collaborate with our community members.

**Educator Professional Learning** – Teachers are provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques using Nearpod learning management system, Google apps, and Guided Language Acquisition Design (GLAD) strategies. Teachers also attended a San Diego County Education Office’s workshop that helps teachers hone their skills in integrating lessons and using thematic units of study. Wednesday afternoons are designated for staff meetings so teachers can assess technology, academic resources or personal needs.

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. Additional PPE is also provided by the State of California through SDCOE.	\$29,200	Y
Cost of training for classified staff to provide enhanced sanitation to classrooms and school offices.	\$300	Y
Purchase technology platforms and tools to ensure simultaneous in-class and remote teaching capabilities	\$10,200	Y

**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.]

Dehesa is committed to providing continuity of instruction to students during the school year, whether via an in-person or distance learning. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program. Dehesa school is well-positioned to transition to the teaching models that ensure equity and access to high-quality curriculum and instructional practices. The academic and mental health safeguards provided to students on a regular basis are important elements of Dehesa's distance and in-person learning plans and allow students to maintain a network of support. In the area of curriculum, teachers have transitioned the core curriculum in English-Language Arts, Math, History-Social Science, Science, Social-emotional learning and Integrated ELD to the NearPod and GoogleSuite web-based learning platforms, thus making the materials both flexible and appropriate for in-person and distance learning instructional programs. The courses were created from our adopted curriculum familiar to teachers, therefore the learning curve in regards to content and design of the courses was very small. Additionally, having all of the core courses on Nearpod and GoogleSuite allow for ease of implementation from the teacher and student perspective. A paper/pencil version, aligned to the textbook, was also created for each subject for students for who may have internet connectivity issues. Support for the Nearpod online learning management system tool is offered to both teachers and students to maximize the effectiveness of the resource. The first two days of school were spent familiarizing students with new virtual classroom routines, platforms, and technology tools. Teachers are likewise trained on the use of Nearpod that explains how to effectively use the system across grade levels.

Dehesa understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. Dehesa teachers and paraprofessionals were provided laptops and video conferencing accounts to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to Freckle, NWEA Maps Assessments, STAR Reading and Math, EPIC, and Reading A-Z. Dehesa also purchased a Teacher Pay Teachers license so teachers have additional supplemental digitized materials.

To support teachers' use of these programs, instructional tutorial links, best practices, and resources were uploaded to a Google repository. Teachers are encouraged to schedule a tutorial or workshop session with the school's Technology Specialist for small group or one-on-one support.

Similarly, parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during distance learning, the Distance Learning Plan was created and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child. Additionally, Dehesa offered an optional introductory parent course on the use of Nearpod and GoogleSuite features.

To meet the needs of the students and families enrolled in Dehesa's Special Education program, two instructional models will be offered to students: in-person and distance learning. In-person instruction is the preferred instructional model for students with significant disabilities. Instructional models that address both in-person and distance learning will require IEP team decisions and recommendations. Individual distance learning plans are developed for each student participating in distance learning. These plans are reviewed during an IEP team meeting and adjustments are made based on the

student's individual needs. When determining the services and service levels to be provided, careful attention will be paid to disability discrimination issues, as well as concerns surrounding Free Appropriate Public Education (FAPE). In an effort to provide a continuity of learning across all instructional models, the Resource Specialist Teacher has established a Google Classroom as the primary learning management system. Utilization of this virtual tool will allow for a smooth transition from in-person to distance learning as needed and consistency in the platform general education teachers and the Special Education teacher are using.

Nearpod is also used by the Special Education teacher, in combination with the board adopted curriculum, as they allow educators to deliver differentiated, standards-aligned instruction to students with complex learning needs. A paper/pencil option has also been created, aligned to general education lessons, for students who require that option.

Supplemental instruction and assessment materials will be utilized as appropriate to reach each student's individual needs. Resources used by staff include the following:

- EPIC (all grades)
- McGraw Hill WONDERS (TK-5th grades)
- StudySync (6-8 grades)
- STAR Math and Reading (all grades)
- Houghton Mifflin Harcourt GO MATH (TK-5th grades)
- Reading A-Z (TK-1st grades)

Freckle (all grades)

Dual lingo (all grades, English Learners)

Parent surveys and teacher-to-parent contacts are used to determine progress and address gaps in learning, technology, or engagement for students attending the Special Education Services program. When gaps are identified, the team will address each student's unique needs through both formal and informal methods. Support for related services is also provided to these students via an in-person or distance learning instructional model based on the needs identified within the student's Individualized Education Program (IEP).

### **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.]

In March 2020, when nationwide concerns for public health made it necessary to transition to a distance learning model, Dehesa administrators and teachers immediately began assessing the home device and connectivity needs of students. Surveys were sent home by March 14<sup>th</sup> to determine technology needs of our families. In some instances, the family indicated the student would be using a personal device and home internet account and would not need to borrow from the school; however, the majority of our families did express a need. Therefore, in collaboration with the Information Technology (IT) division from San Diego County Office of Education, additional devices and hotspots were purchased and delivered to Dehesa school. Families were contacted to arrange safe-practice pick-up procedures during a Grab and Go event. Teachers were then able to remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed. To follow up on the initial device and hotspot distribution, families were asked during a survey in July if their child had the technology necessary to participate effectively in distance learning. If parents indicated their child was not initially

issued a device/hotspot, or if the personal equipment they were using became unavailable, this information was passed to the school administrator and Technology Specialist to arrange for a device and/or hotspot to be assigned. In addition, we took all opportunities that we had when we communicated with parents to ask if there were any technology needs. By the end of July, Dehesa decided we will provide Chromebooks to each student. The Technology Specialist is also continually evaluating the connectivity capabilities of the existing hotspots with respect to bandwidth available versus bandwidth used to determine if new hotspots should be provided.

### **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.]

Dehesa teachers use TeacherVue, which is an online electronic attendance process, to document student daily attendance. Teachers are also using a template provided by the California Department of Education which contains a checklist to note the method and frequency of communication between the teacher and the student, measures of students' engagement, and whether engagement is through synchronous or asynchronous methods. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in person meetings, phone calls, texts, and emails, as well as synchronous meetings using GoogleMeet or Zoom, video conferencing tools, Google applications, Class Dojo and other forms of virtual communication. Student attendance and participation will also be monitored using daily online course participation or verified daily assignment completion. Online programs such as Freckle, Blocks, and STAR provide data documenting time on task, assignment completions, and course completions. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written,



and electronic assignments, and teachers will utilize the current course pacing plans that clarify and calibrate assignment completion. Teachers keep a weekly engagement record to assess student progress. Teachers use a school wide rubric measuring engagement which includes work completion, oral participation during meetings, attendance to scheduled meetings, and frequency of utilizing office hours.

## **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.]

Dehesa is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of the Nearpod learning management system (LMS) and Google applications is provided. Nearpod and Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Nearpod and Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities.

Teachers are also supported through Guided Language Acquisition Design (GLAD) training opportunities that took place before the pandemic. GLAD is an instructional model incorporating numerous research-based and highly effective instructional strategies focused on an integrated approach aimed at supporting language acquisition and proficiency in grade level content standards for English learners. The GLAD strategies learned by teachers during the training benefit all students, particularly those developing language skills, through the use of high-level thinking and academic language, as well as cross-cultural skills. In addition to Nearpod, Google apps, and GLAD trainings,

teachers have additional opportunities to further strengthen their skills and knowledge by participating in SDCOE's Distance Learning Units of Study. Through this workshop, Dehesa teachers have access to resources that have been created by curriculum experts and to a clearinghouse of educational resources ranging from technology tutorials to strategies for engaging the distance learner. Additional workshops on how to use the county's units of study materials gave teachers efficient strategies to access the additional tools and upload them to the teachers' GoogleClassroom.

## **Staff Roles and Responsibilities**

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

The impact of COVID-19 on Dehesa's instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative offices.

Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of Learning Management Systems (LMS) to assist with the delivery of instruction, alternative methods of meeting with students such as Google Classrooms and video conferencing tools, and training on the use of these systems. Instructional staff are spending more time reaching out to students to engage them in distance learning and making themselves available outside of their professional day to respond to students. Instructional staff will also assume responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 when in-person instruction resumes. Dehesa already used learning management systems for some of the instructional delivery; however, COVID-19 prompted an immediate expansion of this delivery model, which required additional technology support for staff and students. Staff created curriculum content for the LMS and tutorials for students, teachers, and parents on how to access LMS curriculum and

communication methods being used such as video conferencing tools. Dehesa's Technology Specialist has to expand his support due to a huge rollout of technology for staff and students and the additional technical support needed.

## **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.]

Dehesa does not have any homeless and foster youth students this year. Dehesa is committed to supporting English learners (EL) during distance learning by continuing to use an integrated ELD curriculum that is offered on two digital platforms: Google Suite and Nearpod, to ensure accessibility by all teachers and students. Integrated ELD is offered across all subject areas with the use of GLAD strategies. To ensure EL students are showing growth in the area of reading, regularly scheduled STAR reading assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability to view STAR reading results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. Staff also use remote access to student databases to track the academic progress of ELs and provide support prior to them failing a course.

Students with exceptional needs in Dehesa's school programs range from students identified with mild to moderate disabilities. Whether during distance learning or in-person instruction, all students on the continuum have a team of educators who routinely monitor their progress in all areas, including academic, behavioral, social/emotional and health/medical. Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes

on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students have with the team of educators. Special education service providers maintain frequent contact with students and families via phone, text, e-mail and video conferencing. The Special Education Resource Specialist also has ongoing and frequent contact with a student’s general education teachers and teams. General education teams consist of a General Education Teacher, Resource Specialist, Program Coordinator and School Administrator.

Parent surveys and teacher to parent contacts are used to determine progress and address gaps in learning, technology or motivation. When gaps are identified, the team will address each student’s unique needs through both formal and informal means in a collaborative team process.

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

Description	Total Funds	Contributing
Cost of professional development workshops and training for teachers and administration in the use of new digital teaching platforms.	\$4,000	Y
Purchase of new platform, additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	\$23,650	Y

## 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.]

Dehesa recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, Dehesa's school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas. A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 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.

Since Dehesa is a small community, most teachers have a unique knowledge of the student, which supports the rapid identification of areas where learning loss has occurred. Teachers across grade level share information about academic, emotional, and behavioral issues students might have, and are able to collaborate and collect practiced and proven effective strategies.

Additionally, students receive individualized instructional plans and assignments as a normal part of the school program. This practice will continue and supports our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student. The plan to address learning loss will include the use of NWEA Maps assessments, which is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student's needs in the area of math and reading. As a web-based

tool, NWEA MAPs is accessible whether students are receiving in-person, distance learning, or blended instruction. Dehesa also provides paper/pencil versions of assessments through WONDERS and GoMATH which delivers equitable options for students with connectivity challenges. After the student has taken the online assessment, the paper/pencil option offers students printed intervention lessons based on the diagnostic results and provides additional resources for teachers. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provides a common language through which both teachers and administrators can work toward the shared goal of student achievement. Through the use of NWEA MAPs reports, teachers are able to pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement. The 2020-21 school year's NWEA MAPs will include a standardized assessment time frame, thus increasing the percentage of students who are administered MAPs assessments and provided interventions per their results. Assessment results will then be entered into a learning management system to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs. Teachers and staff in the Special Education Services program participate in data planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

## 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.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, teams of teachers meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Teachers use designated small group sessions and one-on-one office hours to target English Learner needs. Integrated ELD curriculum is offered on two digital platforms: Google Suite and Nearpod. Teachers will monitor students' academic progress by reviewing transcripts three times each semester. Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources.

Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring throughout the county. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss,

administrators, general education teachers and the special education teacher work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored.

Communication between general education and special education staff occurs frequently to evaluate students' attendance, behavior and work completion. If any of these indicators are lagging, or not meeting what the team feels is adequate progress, interventions will be initiated. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly a safe home visit. Teams may also initiate an IEP team meeting to discuss the need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 paraeducator support more frequently, or assign students to tutoring groups. Students with mental health concerns can receive telehealth services by a mental health clinician, school counselor or school psychologist depending on the level of support needed. Academic concerns may be addressed using various online remedial programs such as EPIC, Freckle or STAR for basic reading or comprehension issues.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, Teachers and Paraeducators work closely with each other to identify, reach out to, and support any students who are not attending remote learning sessions, logging into their GoogleSuite accounts, or submitting assignments regularly. Identified students attend Tuesday and Thursday tutoring sessions conducted via videoconference. As after-school tutors, teachers assess students, develop academic goals, and provide instructional support designed to recover lost skills and prevent further learning loss.



## 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 implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, Dehesa is committed to the following protocol and process:

1. Setting standardized three assessment windows during which time students are administered the NWEA Maps and STAR assessments.
2. Increased teacher and administrator accessibility to student results via CORE, through our partnership with SDCOE which will provide both individual and collective outcome data.
3. Professional time set aside to review, assess, and plan, using the NWEA Maps and STAR assessments data available.
4. Comparison of student levels and growth in NWEA Maps and STAR assessments based upon data from previous years (for returning students). Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement

or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference or a more formal Student Support Team meeting (STT). Once these interventions are identified and set up, the SST process will monitor the effectiveness of the intervention via data collection. Student supports can include help from peer tutors, Student Services coordinator, Resource Specialist or administrator. Supports will be individualized to meet the needs of the student. Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student’s IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student’s IEP.

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

Description	Total Funds	Contributing
Purchase of one year subscription to NWEA MAP testing software.	\$2,250	Y
Provide additional tutoring hours for students in need of additional support.	\$6,300	Y
Professional time to review, assess, and plan using the NWEA Maps and STAR assessments data.	\$3,350	Y

## 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.]

Dehesa will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:

- Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset
- Self-management - managing emotions, controlling impulses, and setting goals
- Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity
- Relationship skills - communication, cooperation, and conflict resolution
- Responsible decision-making - understanding and thinking about the consequences of personal behavior

Mental Health and Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support. The Coordinator of Student Services provides training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support.

A Mental Health Clinician from an outside source (better terminology?) immediately began providing Telehealth services to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions.

General Education and Special Education teachers will continue gathering feedback from the students in the upcoming weeks. The Student Wellness Survey will be accessible all year in order to provide an open-ended opportunity for students to receive additional support. Topic areas covered are academic planning, connectedness at school, coping with stress, and questions to determine basic needs the student and their families may have. Data will be analyzed three times during the 2020-21 school year in September, January, and June.

In addition, Dehesa also asked parents about student mental health support in a recent Parent Survey, and as a result, a small number of parents specifically requested additional social emotional learning from teachers for their child and requested more office hours so teachers can have on-on-one check-ins with students and parents. Following these requests, teachers designated 15-30 minutes of each day focused on social-emotional lessons in addition to morning check-ins and office hours.

Dehesa provides a variety of ways to support staff overall and during COVID-19. Since March 2020, the administrators have provided a weekly mental health check-in email to staff designed to encourage, support and provide useful tips for self-care and strategies to support students. Module 1 from the book *The Distance Learning Playbook* titled *Take Care of Yourself* is used as a guide to help lead weekly self-check discussions.

## **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.]

Dehesa's learning community is prepared to ensure that students continue to receive educational experiences. Devices and hotspots were provided to all students and communication with students and families increased via School Messenger, letters mailed home, emails, Class Dojo App, and multitude of tools to keep students and families connected with the school.

Every other Monday, Dehesa holds a Grab and Go event where families can pick up hard copy materials and tools from teachers, and pick up breakfast and lunch meals, as well. The drive through even helps staff and families reconnect despite short and distanced interaction.

Despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities. To enhance student engagement, A three-tiered approach was created to reconnect teachers with students for whom they have not been able to have live daily interaction:

- Tier I
  - Teachers will have live daily interaction with short breaks from 8:30-1:30
  - teachers immediately send an email reminder to student and parents of missed class
  - teachers send reminders of weekly lessons and daily schedule, including links to upcoming meetings ahead of time
  - the administrator checks in with teacher to review student status and/or reviews Teacher Vue

· Tier II

- teachers email, call and/or text parents of students when students do not attend all scheduled classes and meetings, not completing assigned work, and not actively participating in class
- If contact is made, the teacher informs the principal and attendance clerk by email
- If contact is not made, the principal contacts the parents
- If no contact is made by the principal, the Attendance Clerk will also facilitate the scheduling of a Parent, Teacher, Administrator Conference or Student Intervention Team.
- Tier III
- If there is no response to two attempts to schedule a meeting a home visit will be scheduled following SART guidelines
- If contact is not made, the Truancy Response Program will be engaged.

## **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.]

For students attending in-person instruction, meals will be provided to the school sites through the Free or Reduced-Priced meal program, as is our traditional practice. However, Dehesa recognizes the effect the current economy and loss of jobs has on our families, and the Child Nutrition Coordinator will be contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are being served.

To ensure social distancing and “no-touch” pick up, drive through the school parking lot and then pick up pre-assembled breakfast and lunch items such as cereal, snacks, milk, lunch entrees, and fresh fruits and vegetables that are set out on tables. The child nutrition specialist and child nutrition assistant are trained in food safety regulations and follow recommended protocols by wearing masks and gloves while working in the school cafeteria.

Originally planned to provide for up to 20 families per distribution event, supplies were increased to provide for up to 30 families per event when the need for additional food became apparent. The LEA provides information about these distributions, along with additional food resources, through All Calls, text messages, and social media.

Families of students who are eligible for the Free or Reduced-Priced Meal Program are also provided information about meals that are available for pick up at any local public school distribution site in their area.

In August, the school discovered that the USDA released nine Summer Meal Program Waiver Extensions that allows schools that have started the new school year to use the Seamless Summer Option and Summer Food Service Program through December 31, 2020. This will allow for meals to be provided to all students who want one, free of charge.

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

Section	Description	Total Funds	Contributing
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Mental Health and Social and Emotional Well-Being	The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. Coping with stressors such as lack of access to health care, job loss, and food insecurity greatly impacts mental health and wellness. These factors, along with the disruption of school routine, may cause students to experience feelings of anxiety and depression. To increase the school's capacity to meet the mental health needs of targeted student groups, a Social Emotional lesson package was purchased as additional resources to NEARPOD lessons.	\$500	Y
Pupil Learning Loss	Provide additional supplies during bi-weekly Grab & Go events to ensure that low-income students have the tools they need to successfully complete their schoolwork.	\$2,700	Y

**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
10.66%	\$116,426



## 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.]

Dehesa does not have any students in foster youth programs this year. The needs of English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. Ongoing self-evaluation allows Dehesa to monitor its school programs with respect to the support and services provided to English learners, and low-income students and adjust accordingly to reflect changing times. In March 2020 when schools shifted to distance learning, Dehesa immediately reassessed the status of the school programs with respect to remote learning environments and evaluated the needs of staff and students. The immediate need among students was for devices and connectivity to continue the learning process in the home. These items were offered to all students, but principally benefited low-income students who may not otherwise have access to technology outside of the classroom. At the beginning of the school year, devices were only going to be offered to families who needed them. However, understanding that economic conditions can fluctuate, follow up calls to families were made in August to verify students still had devices and connectivity necessary for distance learning. The calls revealed most families prefer to use school devices. Therefore, Dehesa organized a Grab and Go event on the first day of the school calendar to provide families with chromebooks, hotspots, and information where they can obtain discounts for additional internet services.

Teachers also put together bags of resources and classroom tools for students. For low income students who may not have access at home to the supplemental supplies contained in the bags, this resource allows them to engage in a variety of kinesthetic and artistic activities they might not otherwise be able to experience. Before the pandemic, Guided Language Acquisition Design training and workshops to support teachers' instructional skills were offered to all teachers. The benefits of these professional development opportunities were felt the most by our EL population who required additional support from their instructors to mitigate learning loss and maintain their language acquisition skills outside of the classroom. In addition, any time a teacher training is being offered that will be particularly valuable to the learning needs of EL students, the district EL team contacts the principal directly to make them aware of the opportunity. In the area of mental health support, the needs of foster youth, students who are English learners, and low-income students are also prioritized for services to provide coordination of services with ongoing outreach and communication to those students and families to ensure continuity of care.

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

For Dehesa, the transition to distance learning provided a unique and unexpected opportunity to reexamine the services, resources, and frameworks for students from a new perspective. In doing so, care was taken to not only maintain the quality of the school program, but to also find ways in which the programs could increase and improve the services for foster youth, English learners, and low-income students. In order to operate a fully-functional distance learning program, the distribution of devices was of paramount importance. Prior to the start of distance learning, classrooms had sets of internet-capable devices for students to use and check out to take home if the need arose. However,

when distance learning began, Dehesa purchased and distributed devices and hotspots to students, which for many low-income families marked the first time technology with internet access was consistently available in the home, thus providing an improvement over the previous arrangement of checking out classroom devices. Another notable improvement for our families of low-income and EL students is the use of the virtual platform for school meetings which allows for greater participation on the part of many families who might otherwise not be able to be present in person. Parents and guardians can now join the meetings from a location convenient to them and more easily add their voice to the school planning process in a way that was not possible before.

The implementation of Nearpod learning management system has also resulted in a marked improvement for Dehesa's distance learning environment, specifically for low-income students and ELs.

In addition to the traditional paper/pencil assignments, teachers were able to use Google classroom for online learning when Dehesa closed its doors to in-person attendance in March 2020. However, through the exemplary work of General Education Teachers, IT, and principal, the core curriculum courses of English Language Arts, Math, History-Social Science, and Integrated ELD were quickly transitioned to the GoogleSuite platform, with Nearpod LMS soon followed. Nearpod provides a wealth of lessons and assignment options, which benefit low-income and ELs by increasing their equity in access to online learning using a rigorous state-adopted curriculum. Online assignments offer these student groups greater opportunities to complete coursework online using digital tools and online resources. Nearpod lessons, along with Wonders curriculum, also respond to student needs and send student participation data directly back to the teacher, which is particularly beneficial for ELs for whom daily monitoring is essential in order to maintain their progress toward language acquisition. Before distance learning, implementation of the GoogleSuite platform was in its infancy, but when teachers began educating students remotely, implementations were accelerated in order to make this valuable tool available to teachers and students. For English learners, daily interactions are

where language development occurs, and a distance learning environment can mean a loss of language skills if those skills are not protected and nourished.