

Learning Continuity and Attendance Plan Template (2020–21)

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General Information

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

SD Global Vision Academy (K-8) fosters inter-disciplinary thinking in science, technology, engineering, arts, and mathematics (STEAM) to prepare students as 21st century learners.

The last day of site-based instruction was Thursday, March 12th. Families were notified via a call, Class Dojo, text message, email and the school's website, of the school's closure, coursework/assignments, and next steps. By Monday, March 16th, our staff had created student learning bags that contained 2-weeks of grade level standards-aligned coursework; learning materials on Google Classroom, school supplies, and books that were distributed via curbside to all families. The coursework covered the time period from the initial school closure to our school's Spring Break.

During the week of March 16th, our entire staff collaborated in the development of our school's Distance Learning Plan, technology needs assessment, identify professional development needs, and identify additional needs our students would need during school closure.

Our staff surveyed families via phone calls the week of March 23rd to identify which students would need a **technology** device, and/or access to internet service at home. SDGVA provided families with [technology device pick up details](#) on its school website. Technology The week after Spring Break (April 6th) our staff distributed Chromebooks to approximately 66% of our students who were identified as lacking a technology device at home. SDGVA provided free Wi-Fi hotspots; and a list of [resources](#) where families could obtain [free internet service](#) from Cox including [Cox Wi-Fi hotspots](#) was provided to all families. Our IT Director developed "[how-to](#)" [videos](#) for students and families so they could access the Distance Learning platforms, which was uploaded on our [school's website](#). Our school provided Tech Support where students/families could submit a [tech support ticket](#) or call the main school number.

SDGVA's **Distance Learning** pedagogical approach was to deliver standards-aligned instruction via Google Classroom. Teachers implemented **asynchronous** learning mode with students for daily lessons; and **synchronous** learning mode with students for one-on-one basis and/or small group instruction. On March 29th, families were informed our transition to Distance Learning Plan from April 6th – June 12th.

The **major impact of school closure** on our **students** was stress, isolation, for others their learning environment was distracting and not conducive to learning, while others thrived because of the lack of distractions at home. These sentiments were shared by students during check-ins by school staff, educators and Paraprofessionals. **Parents** informed us that the impact of distance learning (school closure) has been challenging, stressful, in addition to job and food insecurity. Parents informed our staff they were very appreciative of the ongoing communication by our staff with families and the resources that were provided to families. To address these issues teachers provided office hours daily throughout the day for small group and/or one-on-one instruction via Zoom meetings. Teachers were tasked with monitoring daily attendance to identify students who were not participating, disengaged or struggling. Our staff conducted check-ins with families on a regular basis to provide resources including mental health counseling, food services, grants for undocumented families (community resources), and assistance with Pandemic EBT application.

Similar to most schools in the State of California, San Diego Global Vision Academy (SDGVA) transitioned in mid-March 2020 from site-based instruction to Distance Learning. As part of our school's ongoing schoolwide improvement cycle, our staff collected multiple forms of data to continue to strengthen our distance learning program, and address the needs of stakeholders (students, parents, staff, teachers). During this pandemic SDGVA families have experienced homelessness, have been displaced (shelters, double-occupancy), unemployment, and added stress at-home. Our leadership team met with staff to identify their needs and support with teleworking (phased transition).

In addition, our staff has been working exhaustively, participating in a plethora of remote/virtual webinars and trainings led by entities that include but are not limited to the: CA Department Public Health, San Diego County Health Department, San Diego County Office of Education, CA Department of Education, WestEd, and numerous other organizations, in order develop and implement a science-based Re-opening Plan; and Distance Learning Plan, in compliance with all state and local health agencies, and all applicable laws, and in communication with stakeholders that provides a rigorous standards-aligned instructional and educational program that also supports the mental health needs of all students.

The 2020-21 school year will start on August 31, 2020 via Distance Learning (Phase 1).

Stakeholder Engagement

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

San Diego Global Vision Academy consulted and solicited stakeholder feedback (students, families, teachers, staff, Leadership Team, governing board) on the development of the school's Learning Continuity & Attendance Plan. Our Administration has provided each stakeholder group with virtual Town Hall sessions offered at a variety of times to maximize participation. Facilitators in each Town Hall meeting recorded notes in small breakout sessions to solicit recommendations and comments of members from the public. For non-English Speaking families we hosted breakout rooms led by Spanish speaking facilitators. In addition, each participant received a link to a survey for stakeholders to provide individualized and/or anonymous feedback.

Stakeholder engagement has been an ongoing process since the transition to Distance Learning in late March. Our school's Family Outreach Team collected feedback since April 2020 during staff meetings, Townhalls, including feedback from families on crisis schooling. Our staff contacted all families at least once, individual phone calls were made, and documented family needs and feedback. A total of (2) Parent Townhall Meetings, 2 Educator Townhall Meetings, 2 Special Education Townhall meetings, and 2 Student Support Team Townhall Meetings took place to solicit feedback on the Learning Continuity Plan and planning for the 2020-21 school year.

A total of 100% of families were surveyed in June, and subsequently in late July/early August), Approximately, 50% requested Distance Learning as the mode of instruction for their child(ren) for the 2020-21 school year; and the remaining 50% preferred in-person instruction. There were no trends or specific student groups that preferred one mode over another. Throughout this process, our bilingual staff has communicated with families using various modalities, online, phone calls, surveys, etc. and all correspondence has been translated to Spanish. Spanish is the identified language group that meets the "15% and above" criteria for translation needs.

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

San Diego Global Vision Academy provided the following options for remote participation in public hearings and accessibility:

- Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity Plan was uploaded to the school's website at least one week prior to the Public Hearing; and at least 2 weeks before the public meeting with the Governing Board for review and to solicit additional feedback.
- Our school provided stakeholders with the date, time and method to participate in the Public Hearing and the Governing Board Meeting remotely via Zoom; and by telephone.
- Our school provided stakeholders opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by posting a comment on our school's website link
- Families were also notified of these dates and the document via ParentSquare and Class Dojo.

BOARD MEETING DATES:

Date of Public Hearing: September 8, 2020

Date of Public Meeting: September 22, 2020

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

SDGVA **families** shared they would like their child to have more synchronous instruction; and provide families with tools to engage their child in distance learning including strategies to establish consistency and routines at home. Families also requested the option for full-year distance learning and in-person learning option. The in-person option would be a phased-in hybrid approach limiting the number of students in the classroom and at the school.

Students spoke about their experiences since school closure in mid-March; and requested a greater degree of synchronous instruction and opportunities to engage with their peers during remote learning for the 2020-21 school year.

Teachers would like to receive professional development on strategies to accelerate learning for all students including English Learners, Homeless, and Students with Disabilities; in addition to strategies to support English Learners, such as GLAD Strategies; and Students with Disabilities. Note – currently SDGVA does not have any students enrolled identified as foster youth.

Teachers/staff would like to see implementation of social-emotional learning curriculum; increased mental health support and counseling services.

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

Each of these components and feedback shared by parents, students and staff influenced the development of SDGVA's Learning Continuity Plan. Our 2020-21 Distance Learning Plan includes an increase in synchronous "live" instruction, small group instruction, and opportunities for student interaction. Social-emotional supports and SEL curriculum will also be implemented to support the social-emotional and mental health needs of our students. Our school is maintaining the current level of teachers and Educational Associates and adding additional Instructional Associates to provides academic intervention and assist in accelerating learning.

To address the interest in establishing more consistent daily school routines for distance learning in addition to engaging activities for students, our school's staff has set daily schedules for students, which include extra-curricular activities and physical education.

SDGVA will continue to provide a comprehensive and robust professional development plan for teachers and staff to support students with distance learning, accelerate student learning and support the social-emotional and academic needs of our students.

Continuity of Learning

In-Person Instructional Offerings

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

The following are the requirements for Reopening for In-person Instruction:

Local public health orders issued by the County of San Diego & in compliance with State of California notes that “All public, charter and private schools shall not hold classes on the school campus, and shall conduct distance learning only as required by the COVID-19 Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 issued by the California Department of Health Services” as of July 17, 2020.

In order for SDGVA students to return to physical schooling on-site the following science-based conditions must be met for the safety of students, staff and families:

- **Requirement #1:** The County of San Diego’s COVID-19 Data Portal assesses a list of 13 triggers on a daily basis to determine if the public health order should be modified. SDGVA utilizes this daily update to analyze if a downward trajectory and/or stability of documented cases, hospitalizations, and positivity rates has been achieved for at least 14 days in our local communities that permits our students and staff to return to learning on-site.

AND

- **Requirement #2:** SDGVA has secured supplies and services required to implement health and safety guidelines recommended by the following entities such as: American Association of Pediatrics (AAP), Center of Disease Control (CDC), San Diego County Health Department (SDCH) & CA Department of Public Health (CDPH) for school-related measures to prevent community spread of COVID-19. Proactive measures include temperature and wellness check screenings, face coverings. Personal Protective Equipment (PPE), adequate ventilation, handwashing stations, barriers, cleaning and disinfecting materials for sanitation purposes.

* If either requirement listed above are not met SDGVA maintains the right to return to a Distance Learning option in order to protect the health & safety of students, staff and families.

The following are the Guiding Principles for Reopening:

1. We prioritize the health and well-being of our students, staff, families & community.
2. We acknowledge the social-emotional importance of returning to a sense of routine and normal operations for the benefit of our students, staff, families & community.
3. We guide our phases for instructional models based on the SDGVA Requirements for Reopening Plan.
4. We utilize the goals derived for our Learning Continuity and Attendance Plan (LCAP) for operational purposes.

SDGVA's Administrative Team will evaluate transition to each phase prior to the start of the trimester, as outlined in the school's Reopening Plan 2020-21.

Options for Higher Risk Individuals

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.
- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.
- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Social Distancing

Social distancing is an effective way to prevent potential infection. SDGVA employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE will be used in these areas to minimize exposure risks on site.

Procedures will be in place to help eliminate direct exposure:

- Limiting student movement during the day where feasible
- Traffic Flow – Monitoring walking direction throughout the common areas of the in order to maintain the social distancing guidelines to the extent possible.
- Signage visible in hallways and public entrances about social distancing guidelines.

For a detailed description of the **4-Phase Instructional Model Plan** – See SDGVA's Reopening and Distance Learning Plan 2020-21, which contains details of the **Health & Safety Protocols** and **SDGVA's 5-Star Safety System** which includes:

- Preventing Community Spread
- Temperature & Wellness Check
- Protective Coverings
- Barriers
- Sanitation

Personal Protective Equipment (PPE):

- Daily health and safety checks (temperatures, health screening questionnaire) will be conducted by site staff
- Routes will be labeled with a specific flow of entry/exit directions in walkways/open spaces with appropriate signage and markers.
- Administration will coordinate and schedule recess activities to ensure cohorts are not mixed, and adequate distance exists

between cohorts.

- Signage for health and safety protocols (handwashing, hand sanitizing, distancing, etc.) will be posted in appropriate areas

Facilities Cleaning: The safety of employees and students is SDGVA's first priority. Upon reopening, classrooms, restrooms, office spaces and other high volume learning areas have been completely cleaned and disinfected, and daily cleaning will be maintained. In addition to the deep clean of the school before employees and students return, other cleaning procedures are in place to help reduce the spread of COVID-19.

Hygiene & Restroom Protocols: Students and staff will be trained on proper handwashing technique as well as proper restroom etiquette to prevent the spread of COVID-19. Restrooms will be cleaned throughout the day. Students and staff will be encouraged to use social distancing while in restrooms and other public areas.

Classroom arrangements: Educators and staff will maintain a clean environment free of clutter and unnecessary furniture/personal belongings. Student desks will be arranged so that students will be spaced as far apart as possible. Until further notice, any collaborative work students may be completed using an online learning platform. Masks and/or other face coverings will be worn during classroom activities. Student supplies will not be shared among the class. Instead, each student will be responsible for his/her own supplies to be kept with him/her during the day.

Lunch Area Protocols: Students may receive a "grab and go" breakfast and lunch in a central location daily. Breakfast and lunch may be eaten in classrooms due to social distance guidelines. If breakfast and/or lunch is permitted to be eaten outdoors every effort to social distance and stagger lunch times will be used to the greatest extent possible.

The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Starting the in-person instruction with small cohorts of students, will enable teachers, paraeducators, counselors and support staff to provide more targeted and individualized academic, social-emotional and mental health support.

SDGVA has established a systemic cycle of assessments that will be administered in-person/distance learning which include:

- Fastbridge Assessments: aMath & aReading
- Teacher created assessments
- Universal Screener: Fountas & Pinnell
- Formative & Summative Assessments
- Assignments
- Enrichment Banks – provides additional enrichment learning opportunities assignments

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Executive Director and teachers to provide instruction during in-person and Distance Learning.	\$1,756,880	N
Special Education Services and Staff	\$777,834	N
Purchase of PPE Equipment, Supplies, Facilities cleaning/janitorial services, partitions, shields, etc.	\$198,981	N
Implementation of a Systemic Cycle of Assessments: Diagnostic, formative, summative, local, benchmark.	\$3,000	N

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.]

Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated educator of SDGVA. SDGVA's Distance Learning instructional modes will include interaction, instruction and check-ins between students and educators via technology. SDGVA Educators will utilize video and audio instruction as well as print materials provided by the school site for use at home. SDGVA will provide all students the school supplies required to complete Distance Learning at home and monthly resource bags for continued efforts to maintain rigorous and differentiated instruction. It is important to note Distance Learning is not a minute-for-minute replacement of the school day. Rather, it is an altered and abbreviated schedule that reflects the realities of school closures, social-distancing, shelter-in-place, stay-at-home and other orders.

SDGVA will provide **Synchronous Learning** via *Daily Live Interactions* with educators and peers for the purpose of instruction, progress monitoring and maintaining school connectedness. Educators, Education Specialists and Instructional Associates (Paraprofessionals) will utilize video conferencing, teleconferencing and live interactions to provide differentiated support for students who require specific and targeted feedback for learning purposes. We recognize the live synchronous daily sessions are a new requirement for 2020-2021. A general guide for the purpose of planning for live synchronous sessions by grade level are listed in the charts below.

SDGVA will also incorporate **Asynchronous Learning** mode of instruction—such as prerecorded video lessons or learning tasks that students complete on their own time—that is not being delivered in person or in real time. Asynchronous learning encompasses a wide variety of instructional interactions, including email exchanges between teachers, online discussion boards, and course-management systems like Google Classroom that organize instructional materials and correspondence.

SDGVA will provide **one-on-one Student Support Team** sessions to address gaps in learning, address the needs of students with exceptional needs across the full continuum of placements and any student experiencing homelessness and/or foster youth services. SDGVA's Student Support Team collaborates with Grade Level Educators to prime content-area knowledge for daily lessons by building background knowledge, front-loading vocabulary development terms, comprehension check-ins and metacognitive strategies. These voluntary one-on-one sessions are offered to families prior to daily instruction between the hours of 8am to 12pm.

SDGVA has developed multiple Distance Learning Schedules for each phase of instruction that adheres to the instructional minute requirements of SB98. Note: SDGVA’s daily instructional minutes far exceeds the minimum requirements outlined in CA Education Code 43501, for grades TK-8.

For Phase 1: Distance Learning:

Schedule	Grade Level
TK/K- 1st Grade	Start Time: 12pm to 4pm Total Hours: 4 Hours (240 Instructional Minutes)
2nd-5th Grade	Start Time: 11 am & End Time: 4pm Total Hours: 5 Hours (300 Instructional Minutes)
6th-8th Grade	Start Time: 10am & End Time: 4pm Total Hours: 6 Hours (360 Instructional Minutes)

Distance Learning: Weekly Schedule for Physical Education & Tae Kwon Do

CA Ed Code 43502 does not require Physical Education instructional minutes for 2020-2021. However, we recognize the importance of physical health and well-being is fundamental to academic learning as well. Physical Education & Tae Kwon Do lessons provide an asynchronous opportunity for weekly engagement in Distance Learning. Video lessons are uploaded to your child’s Google Classrooms as a value of one hour of asynchronous instruction on the following days:

Physical Education

Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten 1st Grade	No PE Lessons	2nd Grade 3rd Grade	4th Grade 5th Grade	6th Grade 7th Grade 8th Grade

Tae Kwon Do

Monday	Tuesday	Wednesday	Thursday	Friday
2nd Grade 3rd Grade	4th Grade 5th Grade	Kindergarten 1st Grade	No TKD Lessons	MS Lesson (Optional Available)

Distance Learning: Movement Breaks (aka Recess)

SDGVA prefers outdoor movement for brain breaks as much as possible during Distance Learning. We recommend activities supervised by Parent/Guardian for safety purposes:

- Take-A-Walk Around Your Neighborhood
- Warm-Up Routines/Sports/Games Coach Bates Has Taught Students
- Tae Kwon Do Practice from Master Forsythe, Master Evelyn & Mr. Harrison

- Go Noodle www.gonoodle.com
- Family Dance Party <https://tocaboca.com/magazine/family-dance-party/>
- PlayWorks (Games) - <https://www.playworks.org/game-library/>
- Alo Yoga for Kids - <https://bit.ly/2UTLmN4>
- Kids Body Workout: <https://bit.ly/2X2L9dn>

Distant Learning: Gradual Learning Opportunities

SDGVA promotes a safe learning environment for students in order to help them develop into civic-minded leaders prepared for a global society. To maintain this standard, we will utilize the first two weeks of our transition to Distance Learning focused on the social-emotional well-being of all stakeholders and to outfit our entire student population with the technology hardware and internet access required to participate fully. During these first two weeks, educators will provide opportunities for team building activities and online social etiquette lessons in order to promote positive social skills required in an online academic context. For the remainder of the year we will gradually introduce new content areas and differentiated standards-based lessons.

Distance Learning: Special Education

SDGVA Special Education will continue providing all necessary and appropriate services, working with each family to support current IEP's and student needs, during a time when we must consider personal safety and government mandates. Distance learning delivery methods will be comparable to the methods described above in Modes of Instruction, where applicable.

Our Coordinator of Special Education and Education Specialists will be checking in with parents/guardians throughout Distance Learning. At this time services will not be provided in the home, nor will services be made available at the school's campus given Governor Newsom's Executive Orders for "Social Distancing" and "Stay at Home" and San Diego County's "Shelter in Place" orders. Services may be amended in order to address the adjusted school days all students will experience. Services may be provided directly to the individual student, through group services, through parent consultation, or through any combination of the three, based upon each student's needs. Students will receive services from an Education Specialist or Related Service Provider, virtually, using live electronic typing, audio, or video communication, or any combination of the three, based upon student needs.

We realize distance learning delivery methods pose tremendous challenges for some of our students and we look forward to working with you to minimize the impact of these challenges while schools are closed. Once schools are reopened, any regression and/or challenges found to be perpetuated by distance learning will be appropriately addressed and supported.

Distance Learning: Section 504 Plan

For students with a Section 504 Plan, which includes designated accommodations, the accommodations will continue to be made available to the students as appropriate through Distance Learning.

Distance Learning: English Learners

English Language Development (ELD) will continue with students during Distance Learning. Students will receive both daily integrated and designated English Language Development (ELD). Educators will engage in professional learning sessions specifically focused on

providing virtual access to grade level content through Guided Language Acquisition Instruction (GLAD), WestEd research based strategies, and digital accessibility tools. SDGVA will follow the California Department of Education's guidelines in order to administer the Initial and Summative ELPAC to the best extent possible. Students will also have access to the online program, Imagine Learning, which is specifically geared toward the learning of English. Parents/Guardians will be offered technological and educational support to be able to assist their child(ren) at home. Eligible students will have the opportunity to be Reclassified as Fluent English Proficient (RFEP).

Distance Learning: Student Expectations

Student expectations during this time are similar to those when students attend school face to face. As our Educators work to provide an increased number of digital assignments, students will be expected to complete and submit assignments electronically in a timely manner the same day assigned. Points may be deducted for any assignment that is considered late as defined by the educator's deadline(s). Students are requested to work hard, try their best, be patient, and above all - ask for help from educators as needed. As indicated above, already established student Section 504 plans and/or IEPs will be included in the educator's expectations.

The following are the types of web-based instructional programs that will be used during Distance Learning and in-person instruction:

- BrainPop
- Hapara Teacher Dashboard
- iXL ELA & Math (Gr. 6-8)
- Listenwise
- NewsELA
- Padlet
- RazKids (K-5)
- Screencastify
- Seesaw
- Typing Agent

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.]

Distance Learning: Technology Hardware & Internet Access

In accordance with CA Ed Code 43503, SDGVA will assign one device (Chromebook or iPad) per student so they can access lessons, resources, and communication tools to stay connected.

This device is on loan to each student from SDGVA and we expect it to be returned once all students return on on-site learning. Our hope is it will be returned in the same condition it was received. If a student spends time in multiple-households SDGVA will only be providing a single device that must go with the student between the households.

This device is intended to be used for school purposes only. While certain security measures have been taken to protect students from

malicious and or inappropriate content, the same level of security we have on the school site during school hours will not be in place while the device is being used at home. Parents/guardians are responsible for supervision of use of this device online during student use.

Technology Support will be made available via the tech support webpage <https://sites.google.com/sdgva.net/tech/home> where students and/or families can watch short YouTube videos, review Frequently Asked Questions (FAQ), or submit a tech ticket. Our school has also set-up a main phone number 619-600-5321 extension 400 where messages can be left and are checked regularly by the school's staff.

Students that lack internet service at home, SDGVA will provide a Verizon Wi-Fi Hotspot or will contact Cox Cable or their local Internet Service Provider (ISP) to secure internet services for its students. SDGVA will assist with both arranging the connection with the telecom and payment if needed.

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.]

SDGVA will document daily participation for each student on each school day, for which Distance Learning is provided (CA Ed Code 43504). A student who does not participate in Distance Learning on a school day shall be documented as absent for that school day. Daily participation includes engaging in online activities, completion of assessments, and synchronous contact between educators, students, peers and or parents/guardians for instructional purposes.

Given students are still going to class, just virtually, attendance will still be taken for each class "Live Session" period. Log-in at the start of each "Live Session" period is required. Tardies will be recorded for late log-ins, and absences will be recorded where office and/or Administration will contact parents/guardians. Attendance will be maintained on the school's Student Information System (SIS)

Attendance, pupil participation and progress will take place as follows:

- Teachers will take attendance at the beginning of each class
- Log in to each class ON TIME; a late log-in is still a tardy tracked in attendance
- An absent student without a parent/guardian verification will receive notification from SDGVA Office/Administration
- If a student needs to log out of a class early, communicate with educator

Under SB 98, instructional minutes are defined in two ways: in-person instruction, and distance learning. When students are being provided in-person Special Education services, any services provided under an employee of SDGVA who possesses a valid certification document will count toward the minimum number of instructional minutes. Education Code Section 43502(e)(1). Services delivered via distance learning will count toward the minimum number of instructional minutes based on the time value of assignments as

determined, and certified to, by a SDGVA employee who possesses a valid certification document. Services delivered via distance learning must be evaluated and certified by a properly credentialed staff member, and the time value of those services, as determined by the credentialed employee, will count toward minimum instructional minutes. These assignments can be both synchronous and/or asynchronous.

A student who does not participate daily in either in-person instruction pursuant to subdivision (b) or distance learning pursuant to subdivision (d) shall be deemed absent by SDGVA. SDGVA will record these absences for the purposes of reporting its chronic absenteeism rates in its local control and accountability plans.

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.]

SDGVA will provide the following professional development and resources to staff to support the provision of distance learning including technological support. Additional topics for professional development may be added as needed.

- Screencastify
- Google Classroom
- Google Meet
- Security & Support
- ParentSquare
- Google Sites
- Clever
- Slidesmania, Google Slides, & Computer Troubleshooting
- Cognitively Guided Instruction (CGI) Math
- GLAD Strategies

Staff Roles and Responsibilities

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

In order to provide a high quality distance learning educational program, and ensure high levels of student engagement, and participation, the roles and responsibilities of key staff have been modified as a result of distance learning, they include:

- Family Outreach Team comprised of front desk office staff including clerks who communicate with students and families on a

daily basis and trouble-shoot.

- Instructional Associates provide student support through Virtual Intervention
- Employee agreements have been modified to include teleworking and hybrid learning environments.

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.]

Access to Technology: All students will be provided a Chromebook in order to fully participate in Distance Learning. For students that lack internet service at home, SDGVA will provide a Verizon Wi-Fi Hotspot or will contact Cox Cable or their local Internet Service Provider (ISP) to secure internet services. SDGVA will assist with both arranging the connection with the telecom and payment if needed. Each grade level has a designated “Orientation” video for students and parents to view on Distance Learning.

Support for EL & Address Learning Loss: Students will also be provided with a Synchronous “live” instruction that will be differentiated, along with curriculum. For English Learners, all teachers will provide integrated ELD; and ELA teachers will deliver designated ELD instruction. Teachers will provide daily office hours, an opportunity for students to receive academic support. In addition, during daily instruction, teachers will further scaffold instruction and provide small group instruction.

To further **support English Learners, low-income students, and foster youth**, families will have access to information in Spanish Language, for distance learning. We have surveyed families to determine the best method to communicate with them via Class Dojo, Parent Square, phone calls and emails. Our school will have 2 counselors to provide social-emotional and mental health services.

Meeting the needs of Families: Parents/guardians will be encouraged to participate in Parent University (Online sessions); Virtual Spirit Days for Culture; Virtual Open House; and Student Showcases Using Flipgrid.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Subscriptions for the web-based instructional/curricular programs, including Zoom.	\$3,000	N
Purchase of Chromebooks, Wi-Fi Hotspots, Internet Service for students to access Distance Learning. In addition, our school will provide Tech Support Services for families, students and staff.	\$11,200	N

Description	Total Funds	Contributing
SDGVA's Support Staff, and front desk staff, will be communicating with students and families on a daily basis and addressing student/family needs to ensure all students are in attendance daily. Instructional Associates will collaborate with teachers and provide academic support/intervention.	\$711,637	Y
Teachers and staff will participate in a robust and comprehensive Professional Development throughout the school year.	\$44,142	N
Instructional materials (Non web-based) for teacher/student use	\$101,458	N
Subscription to Student Information System: PowerSchool w/parent portal and to document daily student attendance.	\$17,500	N

Pupil Learning Loss

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

As a result of school closure due to COVID-19 in mid-March, our entire staff shifted their instructional practice to Distance Learning. We implemented various strategies to engage students and consistently increase student participation. Our staff communicated with families on a regular basis which has continued throughout the summer and has led to the development of the Learning Continuity and Attendance Plan.

For the 2020-21 school year, we have developed a cycle of assessment including diagnostic to determine present student academic levels which will serve as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

The systemic cycle of assessments include:

- Fastbridge Assessments: aMath & aReading
- Teacher created assessments
- Universal Screener: Fountas & Pinnell
- Formative & Summative Assessments
- Assignments
- Enrichment Banks – provides additional enrichment learning opportunities assignments

Findings from initial diagnostic assessments in ELA, Math and ELD will be used to identify additional academic supports, to mitigate learning loss and accelerate student learning.

The Director of Academic Achievement will collect, disaggregate, analyze and present results in data planning meetings with the Leadership Team and teachers, including SPED Educational Associates. Additional data that will be collected to assess and monitor pupil learning loss includes behavior, mental health, social-emotional, including attendance and student engagement. This data will be used to identify further student supports using our Multi-Tiered System of Supports (MTSS) including referrals for counseling services.

Teachers will communicate with families on a regular basis to inform them of student performance on diagnostic, formative, summative assessments, via phone calls, virtual meetings and the parent portal on PowerSchool. Parents will have access to student performance, grades, progress, attendance on PowerSchool. All communication regarding student learning loss and progress will be translated to Spanish.

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.]

An effective means to reach all learners is to focus on modality-based instruction; this consists of organizing around the different modalities to accommodate the needs of all learners.

Distance Learning relies heavily on audio and visual modalities for instructional learning purposes. Unfortunately, tactile & kinesthetic learners need to feel and touch to learn. Instruction geared primarily to the auditory learner can be a hindrance to these learners, causing them to fall behind. One key reason at-potential children may have difficulty retaining information during Distance Learning is that they tend to be tactile and kinesthetic learners.

Included in our feedback from SDGVA parents, guardians, students and educators on how to improve the learning experience was a request for more hands on manipulatives or tangible items to use for multiple modality purposes.

Therefore, our Educators and Instructional Associate team created a grade level appropriate Student Learning Bag for every student filled with school supplies, curriculum, manipulatives and social-emotional support tools.

- School supplies included basic foundational items we would've provided every student inside a classroom on the first day of school: whiteboards, expo markers, crayons, pencils, erasers, content-area journals, post-it notes, rulers and colored pencils.
- Curriculum included adding in our first units for mathematics workbooks with the ability to include Cognitive Guided Instruction and chapter books for English Language Arts or science materials for lab experiments.
- Our team ensured our vulnerable population had access to Special Education materials and tools as well as utilizing English Language Development frames to serve our English Learners.
- Educators purposefully included social-emotional support tools in terms of personalized welcome notes, time management tips, organizational features for creating a home learning environment.
- Finally, each child received a new SDGVA Spirit Shirt with our new logo for the 2020-2021 school year. SDGVA Spirit Shirts are provided annually to families at no cost to promote school-wide culture on Fridays. Our SDGVA Staff also wear our SDGVA Spirit Shirts on Fridays to promote a sense of unity. We intend to carry forth our intentional efforts from last year to sustain a warm, loving and inclusive learning environment whether students are participating via In-Person or Distance Learning.

Our Administration, Instructional Associate Team & Family Outreach Team coordinated a three-day effort to ensure that all 450 students received their personalized learning bags prior to the first day of school, Monday August 31, 2020. We are grateful to our families who have taken time out of their own busy schedules to retrieve a Chromebook and Student Learning Bag for their child and in collaboration with SDGVA's Distance Learning Plan for 2020-2021.

A critical element and strategy in addressing pupil learning loss is to first ensure that students are participating and engaged in daily instruction. In a distance learning environment this requires establishing consistent routines and expectations. The following are the expectations SDGVA has identified for students and families.

Distance Learning: Student Expectations

Student expectations during this time are similar to those when students attend school face to face. As our Educators work to provide an increased number of digital assignments, students will be expected to complete and submit assignments electronically in a timely manner the same day assigned. Points may be deducted for any assignment that is considered late as defined by the educator's deadline(s). Students are requested to work hard, try their best, be patient, and above all - ask for help from educators as needed. As indicated above, already established student Section 504 plans and/or IEPs will be included in the educator's expectations.

Distance Learning: Family Expectations

Family expectations may differ from the traditional daily routine as students are learning entirely from home during this time. We ask that to the extent possible; students have a quiet place to complete their assignments and engage with their Educators and classmates (if applicable).

Instructional Associates will support students experiencing learning loss, and provide small group instruction, tutoring and/or individualized academic support. Imagine Learning will be implemented to promote rigorous and equitable development of language, and language acquisition that accelerates learning across all subjects.

Additionally, to the extent possible, we would ask families to support their students in completing and submitting digital assignments via email or a web-based platform. This may include offering encouragement to your student(s), or even providing support (particularly to younger students) in accessing or submitting their assignments through the online interface.

SDGVA recognizes that in-home printing is an unreasonable expectation. Therefore, screen shots, iPhone pictures, completed Google forms and other electronic submissions of students' work are encouraged and welcomed and that printed materials are not expected unless it has been deemed as appropriate in a student's IEP plan.

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 Administrative Leadership Team and teachers will use Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at SDGVA. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle.

Data that will be collected from diagnostic assessments, formative, benchmark assessment will be used for the PDSA process. Assessments such as Fastbridge allow our educators to measure student performance over time for growth and progress; and include predictive growth, which is used to accelerate learning.

The systemic cycle of assessments include:

- Fastbridge Assessments: aMath & aReading
- Teacher created assessments
- Universal Screener: Fountas & Pinnell
- Formative & Summative Assessments
- Assignments

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Imagine Learning for EL/LtEL	\$36,000	Y
Director of Academic Achievement	\$109,485	N
Additional: 2 EL Instructional Associates for Instruction;	\$64,357	Y
Grade-level Personalized Student Learning Bags	\$100,000	N

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.]

SDGVA promotes a safe learning environment for students in order to help them develop into civic-minded leaders prepared for a global society. To maintain this standard, we will utilize the first two weeks of our transition to Distance Learning focused on the social-emotional well-being of all stakeholders and to outfit our entire student population with the technology hardware and internet access required to participate fully. During these first two weeks, educators will provide opportunities for team building activities and online social etiquette lessons in order to promote positive social skills required in an online academic context.

Students who have had highly stressful experiences in their lives can experience difficulties taking advantage of what schools have to offer. Learning, remembering, trusting, or managing your own feelings and actions can be a painful challenge for a child who has experienced violence or other adversity.

According to the Learning Policy Institute, the COVID-19 pandemic has further illuminated the need for SEL to care for ourselves, our students, and their families. COVID-19 has also exposed existing inequities in education and may fundamentally change how we conceive of school. Now more than ever, we must call upon our empathy, resilience, relationship building, and collective resolve as we innovate and rebuild our education systems.

SDGVA will continue to build upon research-based SEL practices implemented during crisis schooling at the end of 2019-2020 to support staff, students and families. These practices include professional development and self-care opportunities for our staff through the subscriptions for site-wide meditation apps such as Headspace with accompanying time built into daily schedules for application purposes. We promote offline screen-breaks during lunch periods that highlight benefits of adding movement into a routine schedule for renewal purposes throughout the workday.

We also conduct monthly outreach check-ins for families and students on their social-emotional wellbeing. We offer mental health services via two counselors for students and recommendations for family services to develop strategies for understanding and regulating emotions and practicing self-care, knowing how to create supportive home environments, and fostering an overarching commitment to creating connectedness across during Distance Learning.

According to the Crisis Prevention Institute, trauma-informed schools are safer, more successful, and support stronger communities. SDGVA recognizes trauma-informed care as one approach we utilize to serve students, staff and families who have been exposed to trauma. In terms of behavior management, rather than relying on discipline alone, our school uses a trauma informed approach in terms of restorative practices or counseling to support the restoration of that student's well-being. The assumption is that the disruptive behavior is the symptom of a deeper harm, rather than willful defiance, or disrespect.

In his work, *The Future of Healing*, Dr. Shawn Ginwright confirms trauma informed care is important, but it is incomplete. Trauma-informed care presumes that the trauma is an individual experience, rather than a collective one. By only treating the individual we only address part of the equation leaving the toxic systems, policies and practices neatly intact.

We also run the risk of focusing on the treatment of pathology (trauma), rather than fostering the possibility (well-being). SDGVA Administration and Academic Leadership Team will provide **professional development** in consultation with our school counselors staff-wide to promote a holistic view of healing from traumatic experiences and environments. We host two week professional development prior to onset of school starting to prepare appropriately for our students and families experiencing a global pandemic. We are integrating a healing-centered approach this year that views trauma not simply as an individual isolated experience, but rather highlights the ways in which trauma and healing are experienced collectively. The term Healing Centered Engagement (HCE) expands how we think about responses to trauma and offers more holistic approach to fostering well-being.

Healing Centered Engagement (HCE) is strength based, advances a collective view of healing, and re-centers culture as a central feature in well-being. It moves beyond “what happened to you” to “what’s right with you” and views those exposed to trauma as agents in the creation of their own well-being rather than victims of traumatic events. HCE is akin to the South African term “Ubuntu” meaning that humanness is found through our interdependence, collective engagement and service to others.

Healing Centered Engagement (HCE) also advances the move to “strengths-based” care and away from the deficit based mental health models that drives therapeutic interventions. There are four key elements of healing centered engagement that may at times overlap with current trauma informed practices but offers several key distinctions:

1. **Communities, and individuals who experience trauma are agents in restoring their own well-being.** SDGVA Educators are committed to providing students with current and historical examples of diverse groups working collectively as social justice advocates to build an awareness of justice and inequality, *combined* with social action such as protests and/or community organizing contribute to overall wellbeing, hopefulness, and optimism (Potts 2003; Prilleltensky 2003, 2008).
2. **The pathway to restoring well-being among young people who experience trauma can be found in culture and identity.** SDGVA will prioritize community building and an integration of the Teaching Tolerance’s Social Justice Standards Framework to provide students a solid sense of meaning, self-perception, and purpose. Our service-learning projects will highlight the ways in which culture offers a shared experience, community and sense of belonging.
3. **Healing centered engagement offers an important departure from solely viewing young people through the lens of harm and focuses on asset driven strategies that highlight possibilities for well-being.** SDGVA continues a commitment to restorative justice practices, counseling services and social-thinking applications to help students understand they are more than the worst thing that happened to them, and builds upon their experiences, knowledge, skills and curiosity as positive traits to be enhanced. We will take a salutogenic approach focusing on how to foster and sustain well-being.
4. **Healing centered engagement requires that we consider how to support adult providers in sustaining their own healing and**

well-being. SDGVA continues to find meaningful ways to sustain a healthy learning environment for adults and our families. We recognize the importance of investment in self-care for our staff in order to be the most effective practitioners with students in a learning environment. SDGVA provides ongoing professional development throughout the year for all team members that promotes sustainable self-care strategies, accommodations for team members in terms of social-emotional and mental health services, access and encouragement to integrate meditative practices into daily practice, thematic work with vulnerability and a commitment to hosting crucial conversations school-wide to promote collectiveness.

Family Outreach Services

SDGVA's Family Outreach Team is dedicated to supporting students and families holistically in terms of both academic and social-emotional wellbeing.

The goal of Family Outreach Team is to strengthen our relationships with SDGVA families by:

- building trusting relationships
- providing education, information, resources, and referrals
- modeling solution-orientation problem solving skills
- improving family support systems

Our Family Outreach Team will continue to conduct monthly outreach efforts with SDGVA Families to determine differentiated needs that arise throughout the year. Based on specific family needs our team refers to the COVID-19 resources provided by California Department of Education (CDE), California Department of Public Health (CDPH), San Diego County of Public Health (SDCPH) and San Diego County of Education (SDCOE) to find appropriate matching support needs. Examples of the type of services our Family Outreach Team provided last year during Shelter-In-Place orders were to understand school policies as they were unfolding, connecting families to available programs for food/shelter/work/mental health assistance, providing bilingual support when applying for local and state level services and helping families to remain connected with other families for social-emotional needs within our schoolwide network.

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.]

SDGVA teachers will document daily attendance using the PowerSchool, the school's Student Information System (SIS) based on student participation in synchronous, asynchronous instruction. To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. In the SIS, teachers will assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity for each day of the week.

Administrators, Teachers, Instructional Associates, and Family Outreach Team have defined roles and will collaborate to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. Prior to the start of the school year, teachers, administration, and student attendance clerks will be trained on attendance accounting procedures to ensure equity and consistency throughout the school and adherence to SB98. They will also be provided with our school’s written procedures for tiered engagement strategies as part of their training.

Family Outreach Team and teachers will verify that all student contact information including telephone numbers, email, and home addresses are accurate. Teachers will monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. The front office staff/attendance clerks will contact families of students who have not engaged during the day to verify the reason for the absence.

A student who does not participate in Distance Learning on a school day shall be documented as absent for that school day. Daily participation includes engaging in online activities, completion of assessments, and synchronous contact between educators, students, peers and or parents/guardians for instructional purposes.

Given students are still going to class, just virtually, attendance will still be taken for each class “Live Session” period. Log-in at the start of each “Live Session” period is required. Tardies will be recorded for late log-ins, and absences will be recorded to Office/Administration who will contact parents/guardians.

SDGVA has developed and will implement a three-tiered reengagement plan for students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week as outlined and clearly articulated in the following chart.

Tier Support	Description of Support for Student Attendance & Participation
Tier 1	Educators take attendance daily during their synchronous sessions with a roll call where they would look for visual, audio, or typed responses. Educators record all absent students directly into SDGVA’s School Information System (SIS). Additionally, Educators will document/report out students who may be present during synchronous sessions, but are not actively completing assignments. Educators will reach out to parents/guardians to alert of absences and to consider personalized solutions for re engagement purposes.
Tier 2	On a weekly basis our SDGVA Attendance Team reviews both sets of data to determine additional follow-up to be conducted by SDGVA’s Family Outreach Team.
Tier 3	Additional follow-up communication by SDGVA Family Outreach Team may include a phone call, designated support, access/information to more resources, and possibly a home visit by SDGVA Administration if critical.

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.]

SDGVA has disseminated school lunch applications to all families to evaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are served.

SDGVA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals. For students attending in-person instruction, meals will be provided in the classroom for both breakfast and lunch.

During Distance Learning: Grab & Go meals will be made available daily at our school site that will include breakfast and lunch, for families to pick up in a non-congregate setting. To ensure social distancing and "no-touch" pick-up, families will line up alongside the school building maintaining six-feet apart daily meals; or via curbside pick-up.

SDGVA will also partner with community-based agencies, nonprofit organizations, and faith-based groups to provide direct food assistance to families including but not limited to information about food pantries/banks, and community events providing food disbursement.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health & Social/emotional Well-being	Mental health services, and Counselors	\$20,000	N
Pupil & Family Engagement	Parent Square, KINSA App	\$12,000	Y
Pupil & Family Engagement	Family Outreach Team to communicate with families and promote student/family engagement and outreach	\$109,164	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
16.31%	\$523,934

Required Descriptions

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

Approximately 71% of San Diego Global Vision Academy students are Unduplicated Pupils (English Learners, low-income, foster youth) On an annual basis we re-assess our educational program, instructional model utilizing multiple forms of data, to measure the effectiveness of our program and the impact on student outcomes to ensure the needs of English Learners, low-income and foster youth are met and addressed. Throughout the Learning Continuity and Attendance Plan actions and processes were designed to support our Unduplicated Pupils.

As part of our ongoing schoolwide improvement cycle, we are continuously assessing the delivery of our program and support services to ensure they maximize academic outcomes for our English Learners, low-income and foster youth. With our shift to distance learning, assessing the needs of our students and communicating with stakeholders has been critical to the development of our Learning Continuity and Attendance Plan.

Strengthening academic supports to mitigate learning loss and accelerate student learning is a critical component to maximize academic outcomes for our English Learners, low-income and foster youth. Our school will provide additional academic supports with Instructional Associates to address the needs of our Unduplicated Pupils; and implement Imagine Learning to support English Learners. These actions will be effective to address the needs and learning loss of our Unduplicated Pupils.

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

For San Diego Global Vision Academy, the transition to distance learning is an opportunity to examine our services, and the needs of the students we serve. During this period, relationships with families has strengthened, and communication has improved. As a school

that serves a student demographic comprised of 71% Unduplicated Pupils, maintaining the quality of our program and identifying ways to improve and increase services was informed by the multiple forms of data we collected throughout the school year in addition to data collected since our shift to distance learning. Data included student performance as measured through assessments, student engagement, attendance, coursework/assignment completion, parent participation in our virtual meetings, survey results (staff, students, parents), and the daily communication logs our staff documented when communicating with students and families.

As indicated in this report an area of concern and notable improvement for our students who are English Learners, low-income and foster youth is the need to provide increased services through push-in academic support in the classroom (during synchronous instruction); targeted small group instruction; and academic support and tutoring.

Instructional Associates will support students experiencing learning loss, and provide small group instruction, tutoring and/or individualized academic support. The English Language Developed Instructional Associate will provide targeted, individualized academic assistance to support English language acquisition. Imagine Learning will be implemented to promote rigorous and equitable development of language, and language acquisition that accelerates learning across all subjects.

To mitigate learning loss and ensure high student engagement and participation especially during distance learning, our Family Outreach Team will be instrumental in monitoring and communicating with families on a regular basis. The Family Outreach Team will also trouble-shoot issues that may arise during distance learning, to ensure students are participating, and engaged in daily instruction; will identify and provide resources as needed; to minimize and/or prevent learning loss especially with Unduplicated Pupils.