



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
Penn Valley Union Elementary School District	Dr. Torie F. Gibson Superintendent	tgibson@pvuesd.org (530) 432-7311

General Information

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

Penn Valley Union Elementary School District serves a combined total of approximately 595 students including Vantage Point Charter School, a K-12 independent study school which has its own LCAP. The approximate enrollment excluding Vantage Point Charter is 521 students in TK-8. Our student population is 1.1% English Learner (EL). Languages spoken include Thai, Farsi, and Spanish. Approximately 54% of our total population qualifies for free and reduced, 11.5% are students with disabilities, and our LCFF unduplicated count varies yearly between 52% - 54%. Our student population consists of many ethnicities: 75% White, 13% Hispanic Latino, 0.6% Native American, 0.4% Asian, 1% Black or African American, and 10% identify as two or more races.

This District serves Penn Valley, Rough and Ready, Lake Wildwood, and Smartsville. This is a community of talented administrators, dedicated teachers and staff, and supportive parents who have a passion for excellence. All of our schools are safe, well maintained, and staffed with exceptional and caring adults. Our students benefit from a high caliber curriculum as well as the arts, music, technology, gardens, clubs, and athletic opportunities.

Williams Ranch School operates a K-5th grade campus, and Ready Springs School operates as a TK-8th grade campus and houses all students in 6-8th grades throughout the District. We have expanded the 6-8th grade curriculum and program into a more "traditional" junior high and provide additional services.

As noted, we are a TK - 8th grade district. Throughout this document we will not address any high school metrics such as Career Tech Education (CTE), AP placement, EAP participation rates, dropout rates, and/or graduation rates.

As of March 13, 2020 all Penn Valley Schools closed and moved to distance learning. During that time families would pick up work packets every two weeks and engage with teachers remotely. We fully acknowledge the program needed improvements, but also recognize we were attempting to educate students during a crisis due to the pandemic. As we reflected on our strengths and weaknesses, we were able to look ahead and work towards creating a stronger educational system for students through our Learn@Home program, also known as distance learning. Since the closure of our district, we have worked diligently with stakeholders to recreate a program to support our overall LCAP/LCP goals for the 2020-2021 school year.

Stakeholder Engagement

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

A parent task force team has been established to gain student and parent input directly related to the pandemic and educational needs of our students. All ideas and plans incorporated into this document have been discussed with all stakeholder groups. Some planning and processes adopted came directly from parent, teacher, community, student and administration input through multiple Zoom meetings from April, 2020 through August, 2020. In addition, SSC groups and PTC/PTO groups will review the Learning Continuity and Attendance Plan (LCP) prior to final Board approval. Site administration reached out to families with limited internet, or with limited English proficiency in order to gain input. Internet and connectivity is not a significant issue as cell service has good signal throughout our area allowing families to engage via teleconferencing.

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

All Board of Trustee meetings are held via Zoom with time for public comment throughout the meeting. Public comments during agenda items and for public hearings are allowed and documented in all Board minutes. In addition, multiple parent meetings have been held since May, 2020 in order to inform families of the ever changing education environment. One positive change COVID-19 has brought to our district is the overwhelming increase in parent engagement via Zoom. The district plans to continue to offer online and teleconferencing options for all parent meetings in the future.

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

PVUESD Parent Taskforce Feedback - Feedback given on September 1, 2020 and no suggestions were given. There were no comments requiring a written response from the Superintendent.

RS Parent Group Feedback - Feedback given on September 1, 2020 and no suggestions were given. There were no comments requiring a written response from the Superintendent.

RS SSC Group Feedback - Feedback given on September 1, 2020 and no suggestions were given. There were no comments requiring a written response from the Superintendent.

WR Parent Group Feedback - Feedback given on September 1, 2020 and no suggestions were given. There were no comments requiring a written response from the Superintendent.

WR SSC Group Feedback - Feedback given on September 1, 2020 and no suggestions were given. There were no comments requiring a written response from the Superintendent.

PVTA Group Feedback - Feedback given on September 1, 2020 and no suggestions were given. There were no comments requiring a written response from the Superintendent.

CSEA Group Feedback - Feedback given on September 1, 2020 and no suggestions were given. There were no comments requiring a written response from the Superintendent.

Public Hearing of the District's LCAP: August 11, 2020
Board Approval/Adoption: September 8, 2020

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

Parents and staff were all supportive of the LCP and stated it was thorough and easy to understand. Plans for Learn@Home and Learn@School came directly from stakeholder input prior to the LCP requirements. Information collected throughout the Spring and Summer was used to create this plan and build the current delivery method for instruction.

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 district will continue to promote three overarching goals to the community: Consistency, Continuity, and Outreach (student and parent). All certificated staff members will report to campus each contract day to provide instruction via Learn@Home or through a hybrid Learn@School model when permitted.

During Learn@Home instruction, teachers will differentiate instruction for students in need to ensure students who found success in the Spring, 2020 term can continue to thrive, while those who experienced learning loss will have the opportunity to fill learning gaps. Staff will participate in immediate and ongoing professional development in order to learn all aspects of best practices for distance learning. An online program, Schoology, will allow all students the opportunity to access their assignments and school work in one location making access to teachers seamless. Teachers will receive professional development on the online platform to ensure the most effective teaching and learning is modeled and promoted. Students are required to engage with teachers each school day to ensure school connectedness maintains as a top priority. The school work provided will equal 240 minutes of time valued attendance and assignments each school day in order to decrease learning loss. Instruction will consist of new learning material and not just review and repeats previously provided in Spring, 2020. Initial assessments will take place the beginning of the school year and ongoing formative/summative assessments will drive instruction and help staff identify student learning loss and academic gaps/needs. Students will have access to intervention teachers to support ongoing academic and social-emotional needs. All students will be provided the necessary school supplies for home use during Learn@Home, and will be provided additional materials when Learn@School is permitted. Students will be provided 1:1 devices to ensure access to all learning materials, and each teacher will have all necessary equipment in their classroom in order to properly engage with students throughout the school day to deliver direct instruction.

Upon students being able to return to school sites for in person instruction, an AM/PM schedule will take place where each student attends school for three hours per day on Monday, Tuesday, Thursday and Friday. Additional time valued assignments will be provided to ensure all students have a total of 240 minutes of academic instruction. Each Wednesday students will log in for check in time with their teacher and will complete all work for their 240 minutes online or through binder work. When students are on campus all CDPH and CDE reopening

requirements as noted in all guidelines. Students and staff will continue to self monitor for COVID-19 symptoms and any student present at school with symptoms will be assessed by the school nurse and the proper individuals will be contacted immediately as students who are ill are quarantined on campus. Students will be placed in cohort groups with no mixing of students throughout their time on campus. Physical education time will be scheduled for each cohort so that students have the ability to be outdoors during the school day. School meals will be sent home each day with students. Transportation will be provided as usual with additional routes added so that each cohort has equal access to in person learning.

A school counselor will be available by family request or teacher referral. This will allow students to have mental health services, along with engaging with peers in small learning groups to better social engagement during Learn@Home while peer interaction is extremely limited. In addition, a technology lab space will be provided at Ready Springs School for families with limited internet accessibility, and hotspots will be available upon request at no charge to the student.

A full time school nurse will help support teaching good hygiene and health screenings for all students and staff.

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

Description	Total Funds	Contributing
School supplies for student use for Learn@Home (DL) and Learn@School (hybrid)	\$30,370	No
1:1 Devices	\$100,000	Yes
Hotspots	\$20,000	Yes
Counselor and Nursing Services	\$136,170	No
Device insurance	\$15,000	Yes

Distance Learning Program

Continuity of Instruction

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

Each student will be provided a device, textbook, consumables, school supplies, and anything else they would usually need to be successful in the classroom setting. This will ensure all students have equal access to a free and appropriate education regardless of the method of delivery. Families will choose their face-to-face log in time that works best for their family so that students can connect virtually each day with a certificated teacher and their peers via our upgraded Learning Management System (LMS) Schoology. This will allow increased interaction as teachers provide lectures to students via video. Students will be able to ask and answer questions verbally or in writing for daily assignments. For any materials needing to be passed between teacher and student, assigned pick-up and drop off times will be provided to families. The daily interaction of direct instruction and assignment completion will allow students to have continuity and access to all district adopted curriculum for their grade level. Each lesson will be designed to meet their needs and will contain new learning material. This system will allow the district to easily move between learning models as needed. Each student in TK and Kindergarten will engage in 180 instructional minutes each day, and all students in grades 1st through 8th will engage in 240 instructional minutes each day. All minutes are tracked and logged to ensure full participation by all students.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The majority of our families have internet access. For families who have multiple students and/or adults needing connectivity at the same time, the district will provide hotspots to support their ability to log in during required work time. Each student will be assigned a device to support their personal academic learning. District tech staff will be available for families and staff as needed for support. Any family with unique circumstances are asked to contact their site principal regarding their needs in order for the district to provide all necessary supports to ensure connectivity and access. The district has purchased insurance on all devices at no charge to families to ensure devices can be replaced if needed due to damage, theft, or loss. If this occurs, families need to contact their site principal to request a new device. Any family with a unique circumstance has been encouraged to reach out to site administration for accommodations and assistance to ensure equal access for all students.

During the 2019-2020 school year students who did not have connectivity were provided all work assigned via pencil and paper as the district was not able to secure hot spots during that time. Devices were available to anyone in need. For the 2020/2021 school year, any family not wanting to engage online may request binder work and schedule daily calls with their assigned teacher for academic support.

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.]

Certificated employees created daily schedules and agendas for student/family use that outlines how many minutes of each core subject area should be completed each school day. Each student will be provided the required time value of pupil work required by the CDE to ensure appropriate instructional minutes are completed daily. Certificated employees will certify each week that students engaged in the correct time value of pupil work each school day. A tracking sheet was created to ensure all engagement and assigned work is completed set forth in time valued assignment guidelines. The tracking sheets will be verified by certificated teachers and submitted to the site attendance clerk each week and then forwarded to the district office. All records will be maintained for auditing purposes.

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.]

Certificated staff agreed to return to work for the 2020-2021 school year three days early. Many attended DL training in July and August prior to their report date. Everyone reported to campus three days early in order to receive additional training and to plan for all facets of DL. Families and school site leaders provided input to administration as to what did and did not work well in Spring, 2020. This information was used to create best practices for our district used to support all learning for the 2020/2021 school year. One area of great need was a new LMS to support online learning and organization. The district and teacher leaders researched products to support our needs. Schoology was our product of choice for many reasons. It is also the product used by our feeder high school which allows parents one easy login place for all student academic needs and communications. Staff, parents and students will receive training upfront, and ongoing, in order to master the platform. Teachers will continue to work in grade level teams to streamline all lessons, personal learning, and lesson creation as to not work in a silo and become frustrated. Three teachers will be paid a stipend to provide ongoing support for Schoology to their peers. Site leadership teams will continue to build capacity internally and a stipend will be provided to four teachers to support the new LMS implementation. Each week collaboration time is provided to staff in order to build capacity and best practices for DL and the hybrid model.

Staff Roles and Responsibilities

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

Staff have not experienced role or responsibility changes due to COVID-19. All staff have transitioned into DL or the hybrid learning model and know how to best provide students and families what they need to find success this school year. This transition to new learning models is the only change to staff roles or responsibilities. Some layoffs took affect July, 2020 due to positions not being needed during DL. No additional layoffs have been necessary since the initial layoff recommendation.

Students will engage in cohorts, small groups, and 1:1 online for academic and asocial emotional needs. Student assessments will take place in person whenever possible.

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.]

Students who are English learners, pupils with exceptional needs, foster care students, and students experiencing homelessness have access to specialized teachers to support their EL and/or intervention needs. Services will be offered via 1:1 support and/or through small group instruction. The purpose of these supports is to mitigate learning loss and build academic leaning going forward.

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

Description	Total Funds	Contributing
LMS Schoology for student-teacher-parent connection and to provide a continuity of learning for all students	\$18,125	No
Three teacher stipends for Schoology support to staff	\$3,600	No
Additional work days for certificated and classified staff for professional development and planning of DL and hybrid	\$48,975	Yes
Intervention Teachers	\$180,487	Yes
Special Education Teachers	\$214,875	No
Staff Collaboration Time	\$178,350	Yes

Pupil Learning Loss

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

All students will be assessed for current academic levels upon the start of the 2020-2021 school year. Any student who has shown any amount of learning loss as a result of COVID-19 during the 2019-2020 school year in ELA, English Language Development, or in mathematics, including EL students and students with special needs, will be placed in a small group for additional intervention supports. These supports will provide students with direct instruction with a certificated teacher above what they will receive from their assigned classroom grade level teacher. The goal is that any student in need will have full access to additional teaching staff to ensure they are able to fill academic gaps caused by COVID-19 during the 2019-2020 school year.

EL students are assigned a highly trained teacher who specializes in EL academic needs, and teaching/learning. Teachers will work with students in small groups to support their academic needs, while collaborating with general education teachers to ensure all needs are being met.

Students will participate in formative/summative assessments regularly (every 6 weeks) and data will be tracked to ensure improvement in academic learning is taking place. Data will be used to drive instruction and inform teachers of intervention group 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.]

Students identified as EL, special needs, homeless, low-income, or who are foster youth will receive direct support from a trained intervention teacher based on their individual needs. Support will be provided to students 1:1 and in small groups depending on specific topics and subject areas. Students will be assessed so staff have a clear picture of learning loss or challenges students face in order to accelerate learning progress for all students. The district has added additional certificated staff for the 2020-2021 school year to ensure all students have equal access to intervention supports required to access their academic progress.

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.]

Students will be assessed regularly in order to demonstrate learning loss levels, as well as to demonstrate learning gains throughout the year. This information is used to drive our daily instruction in order to ensure all students are supported in their special area of need. Data is presented to the Board of Trustees each year as a way to show overall improvement and academic gains for each individual student. Parents will be contacted by a certificated teacher regularly in order to effectively communicate student learning gaps and needs. A continuous cycle of learning model will be used as part of student assessment to ensure growth each assessment cycle. MTSS has been fully implemented with multiple levels of supports at all sites.

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

Description	Total Funds	Contributing
Assessment Tools	\$13,100	No

Mental Health and Social and Emotional Well-Being

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

Trauma informed schools has been a professional development focus for our district the past three years. Staff are trained on trauma informed practices as a way to help support our students and their families. Trauma informed training will continue and all staff will participate in ongoing suicide prevention and general trauma informed practices professional development throughout the year as common practice in our district.

A full-time school counselor has been hired for the school year in order to support all student mental health and social-emotional needs. Students and families will have access to 1:1 services, family services, as well as peer connectedness sessions that will allow them to freely communicate their needs and challenges. Some group sessions may have specific topics, while other may be more for providing students a safe place to connect and socialize about age appropriate topics with peers.

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.]

Intervention teachers and the school counselor will provide significant support and outreach for certificated teachers if students lack engagement or become absent during DL or the hybrid learning model. We will maintain all attendance requirement and SARB processes and have notified families multiple times of these requirements. Attendance and participation will be tracked daily and calls will go home to families any day a student is absent. Parents are directed to clear attendance with the school office as they normally would in the traditional school setting. Students absent from Learn@Home, regardless of parent clearance, who complete assigned work will receive credit for participation for that school day. Attendance records will be updated based on affirmed teacher records of attendance and/or participation.

An updated online learning platform was purchased in order to improve direct teacher-student-parent communication for all learning models. Students will request a daily log in time or report time for hybrid that best suites their family needs so that daily interaction can take place. Any student who does not log in or attend during their assigned time must sign in at another time that same day, or they will be marked absent. Parents are encouraged to communicate attendance needs to their classroom teacher. If a student misses two days in a row, staff will attempt to make direct contact with the student and parent to problem solve needs so that the student is back on track for daily learning and interaction.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The district will continue to use hub locations and will continue to transport all meals every school day throughout the community to anyone in need as long as Summer Food Service program is still in affect. If that changes at any time, we will work with families to ensure meals are provided as needed based on State and Federal requirements. Meals will be delivered to hub locations even if State and Federal requirements are reinstated to ensure all students, espically those who qualify for free/reduced meals, have access. During the 2020-2021 school year the district has committed to pay for all reduced meals for those who qualify due to the difficulties in meal payments.

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
10.84%	\$462,152

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.]

Intervention services will be offered to all students, especially those who have experienced learning loss. Additional staff will be available to students in need, with EL and low-income students having first priority. Meal delivery will take place for all students to ensure students receive a breakfast and lunch each school day. Hub location were used in Spring, 2020 and were a huge success. Students in need of a work space will be allowed to use a tech lab for a maximum of two hours each school day. The time limit will ensure that the most needy students have access to the lab as they will be a priority for access. Aids will be on hand to provide assistance as needed.

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

The goal of the district is to ensure our unduplicated students are the top priority for increased and improved services. EL, foster youth, and low-income students will have first priority to all additional services provided. Academics needs are tracked through intervention staff and initial assessments, along with formative/summative data, is used to drive instruction as academic needs/gaps are identified.

