

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

COVID-19 has had a devastating impact on our community. Though we have been fortunate not to have any positive COVID-19 cases among VHJSD students or staff thus far, the virus has hit parents of our students and other community members. Stanislaus County has been hard hit by COVID-19 and has been on the state watch list since July, at times having one of the highest infection rates in the state. This resulted in many business closures. Some parents have lost employment or have had their work hours curtailed, while others are struggling to work and provide support for their students learning at home.

Since the March 19, 2020 statewide shelter in place order, students at Valley Home Joint School District have had their educational opportunities curtailed by school closure. VHJSD was able to provide every student who needed one with a Chromebook and hotspot, and students and teachers made a valiant effort to finish out the school year.

As the 2020-2021 school year began and it became apparent that we would, once again, be relegated to distance learning, Chromebooks and hotspots were once again deployed, and teachers worked together with families to plan and deliver instruction that would make the best of a terrible situation. Even though our families have the technology they need to engage in distance learning, internet access is not always reliable, and home does not necessarily provide the ideal learning conditions that students need to succeed. Despite these challenges, faculty and staff at VHJSD continue to work hard to provide their students with the best education possible under the current conditions.

## Stakeholder Engagement

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

VHJSD had made several efforts to solicit feedback from stakeholders. We have sent out several surveys to parents to gather input about plans.

- July 15 Survey regarding reopening
- July 21 Special board meeting on reopening
- August 24 Return to school survey regarding the VHJSD waiver application
- Sept meeting with DELAC
- Sept meeting with Valley Home Parent Club
- Sept meeting with Valley Home School Site Council
- September 8 Board meeting considering the waiver

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

All board meeting agendas are posted 72 hours in advance at the District office and at the Valley Home Store. Since July of 2020, meetings have been online via Zoom, with links made available for public participation, and are also broadcast on the district Facebook page via Facebook Live. Parents are able to comment live verbally or through the Zoom chat or Facebook comment functions.

Our bilingual paraprofessional participates in each board meeting to provide real-time translation.

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

In the most recent survey regarding the VHJSD waiver application, the majority of respondents indicated a desire to return to in-person instruction and support for the waiver to reopen. Only about ten families indicated a desire to remain with distance learning. Many respondents are concerned with mask wearing, social distancing, and sanitizing of classroom spaces.

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

The small number of families who want to continue with distance learning caused us to reevaluate our reopening schedule. Rather than providing half day with in person and half day with distance learners, it was determined that we could serve more students more effectively with a return to full day instruction four days per week. Distance learning students could view recorded lessons in addition to having one-on-one support from teachers one day per week.

Additionally, we increased our part-time custodian to full time so that he would be available for increased cleaning and sanitizing when we are able to return to school.

# 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.]

VHJSD will submit a waiver to return our K-6 students to school as soon as our Public Health Officer will allow. Due to our small class sizes, grades 1, 3, 5 and 6 can return as a single cohort for daily instruction Monday through Thursday. Grades K, 2 and 4 are larger, so will have to split into two cohorts who will alternate attendance, Monday/Weds and Tuesday/Thursday. However, because of the still relatively small size of these grade level classes, we plan to identify between 2 and 5 of the most needy students to attend every day. Student desks will be spaced six feet apart, and face masks will be required of all students and staff. Plexiglas shields will be used for one-on-one instruction. Students will eat in their classrooms or outside to minimize transit between locations. Recess will be staggered so that students remain in their cohorts. Students will wash or sanitize their hands multiple times a day, including before entering the classroom, before lunch and before coming in from recess. Students will be trained in proper care of their face coverings, and receive lessons on how to properly socially distance and reduce the transmission of the virus.

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

Description	Total Funds	Contributing
Additional custodial time for preparing the school for in person instruction and for increased cleaning and sanitizing when in person in person instruction commences.	18,803	Yes
Plexiglas shields for front offices, one-on-one instructional areas (special ed, bilingual services) and teachers classrooms.	1,386.93	Yes
Center for Human Services contract for Student Assistance Specialist to provide counseling and support for struggling students.	10,273.44	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.]

VHJSD returned to school on August 6 with 100% distance learning. Teachers have been delivering live instruction daily, in addition to making assignments and additional support available in Google classroom. Teachers are available for virtual office hours where they provide additional support for students who need it. Core content instruction is delivered through a combination of live and recorded instruction. Live lessons take place in Google Meet, and allow the teacher to have face to face contact with their students. Teachers are using some of the same engagement strategies that they used in the traditional classroom, and have added new strategies that technology has enabled. Most of our instructional materials are available digitally, and teachers have also sent home physical copies of materials that are better engaged with in this way. Students were also sent home all of their typical school supplies - pencils, erasers, rulers, math manipulatives, scissors, glue, crayons/colored pencils--basically anything they would need to complete their assignments.

When we are able to shift to in-person instruction, many of our classes are small enough that students will be able to attend daily and maintain the appropriate social distance. For classrooms that are too large, they will attend on a split schedule, with half receiving live, in-person instruction and half receiving instruction via recorded or written lessons. For students who are unable or unwilling to return to school, they will receive instruction via recorded or written lessons Monday through Thursday, with Friday their day for live instruction and support. If at any time a classroom or cohort is required to quarantine, or if the entire school is required to return to distance learning, we will go back to the schedule we have been successfully implementing since school started of daily live instruction via distance learning.

## 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.]

Surveys were sent out and follow-up phone calls made to non-responders to determine the technology needs of students and families. Chromebooks were handed out to approximately 95% of our students, and those who need them were provided hotspots so that they can access online instruction for distance learning. Both the Chromebooks and hotspots have web-filtering software to ensure that students' internet access is protected and appropriate. When we are able to return to in-person instruction it will most likely be on a split schedule with only half the students at school at any given time, so hotspots and Chromebooks will remain at home for students to continue to connect to live or recorded instruction.

## 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.]

All teachers conduct live instruction via google meets in the morning. Attendance is taken daily and student participation is monitored. Students who show up for a few minutes for attendance and then leave the meeting are not counted as having attended.

In addition to the live meetings, teachers assign work for students to complete independently. Each assignment has a time value of the number of minutes that assignment is expected to take to complete. Both the number of assignment minutes and the number of minutes in live meeting time are tracked for each student daily. Attendance reports are submitted weekly.

Teachers are tracking pupil progress through a combination of live, formative assessment, assessment of the completed assignments, and other online assessments. Teachers are available each afternoon for office hours to provide additional assistance to students who need it.

## **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.]

All teachers have laptops, document cameras, and access to Google classroom and Go Guardian. VHJSD contracts with DataPath for technological support, and teachers can submit requests for support at any time.

In addition, we are contracting with Stanislaus County Office of Education for professional development support in math, ELA and technology. We will be instituting the Canvas Learning Management System, and professional development will be provided for that transition. SCOE is also providing on-demand professional learning videos and technology open office hours, which our teachers will be able to take advantage of. We are piloting science and social studies materials in K-5 that are available online.

## **Staff Roles and Responsibilities**

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

Teachers have taken on new roles as distance learning providers, and this has required them to adapt and learn new tools for engaging their students. Support staff have also taken on new roles, with some serving as child care providers for staff, while others are providing instructional support via distant learning. We have increased a part-time custodian to full-time for increased cleaning and sanitizing. We have also identified support staff who will be responsible for temperature taking upon student arrival and for isolating and monitoring any student with identified symptoms. Our student support specialist from the Center for Human Services is working with teachers to identify students who may be struggling with isolation due to school closure.

## **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.]

Our English learners are being supported for integrated language development during the live, synchronous, whole group instruction.

Teachers are providing designated language development synchronously during small group time.

Additional support for students with additional needs is provided in the afternoon, either during the teachers' office hours or by individual appointment.

Our homeless students are carefully monitored to ensure their needs are being met.

We have a contract with the Center for Human Services that provides a Student Support Specialist, who is available to meet with students virtually.

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

Description	Total Funds	Contributing
Hot spots for families that need access to the internet for distance learning.	15,000	Yes
Additional Chromebooks for students to engage in distance learning.	2,672.46	Yes
Studies Weekly online social studies and science curriculum K-5 to provide students with content instruction.	2,464.12	Yes
Illustrative math for 6-8 to provide for online access to mathematics instructional materials.	1,913.02	Yes
OpenSci Ed Online 6-8 online science curriculum to provide students access to science instructional materials.	500.	Yes
SCOE Professional development for Math, ELA to support online instruction for distance learning.	5,600.00	Yes
Special large-screen Chromebook for visually impaired student.	553.13	Yes
New Switch for Point-to-Point access to improve internet and WiFi connection to Grades K, 1, 2, and 3 classrooms.	1,000.00	Yes
New cabling and access points to improve Point-to-Point internet and WiFi connection to grades K, 1, 2, and 3 classrooms.	5,258.01	Yes

Description	Total Funds	Contributing

## 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.]

Because of the small size of our classes and the nature of our small, rural community, VHJSD teachers have unique knowledge of each student's needs. Teachers have been trained to use the RAMP assessment tool for Eureka math, which helps teachers to target remediation while continuing to move forward with grade level instruction. In ELA and ELD, teachers are assessing their students through a variety of resources, including Renaissance Learning's Star Reading assessment, running records, and the weekly and unit assessments of Benchmark Advance.

## 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 who are struggling or behind will be targeted for additional small group time and invited to teacher office hours for one-on-one instruction. Students who are most at risk (those far behind, those not showing up for synchronous instruction) may be invited to join a learning cohort on campus supervised by our after school program personnel.

If our re-opening waiver is approved, we are identifying students within the cohorted classrooms that are the most behind. These students will attend daily rather than on alternating days so that they get the maximum time possible with their teachers with in-person instruction.

## 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.]

Teachers constantly assess their students in order to ascertain student progress. In order to determine the effectiveness of support services, teachers will utilize all of their assessment strategies and resources. Teachers have had students take initial assessments to get a baseline of their current skill levels, and can use the ongoing assessments included in their adopted curriculum to see student growth. Additionally, the CAASPP block and interim assessments will help us measure the effectiveness of intervention supports.

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

Description	Total Funds	Contributing
Professional development from SCOE on math assessments to determine learning loss and strategies to address that loss while continuing with grade level instruction.	500	Yes
Support staff time to facilitate small group in-person learning pod for students who demonstrate learning loss.	9082.70	Yes

## Mental Health and Social and Emotional Well-Being

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

All teachers meet virtually with students daily, and meet virtually in small groups several times a week. This small group time allows teachers more opportunity to check in with students on a personal level. In addition, teachers host office hours daily, and invite students who are struggling to attend. It is not unusual for students to log into their classrooms early to chat with their teachers, which is a testament to the strong relationships teachers have been able to build in a short period of time.

We have a homeless liaison who is available to make connections and provide support to students and families, and he has made contact with several of our families already. We also contract with the Center for Human Services to provide a Student Support Specialist, who meets with students on request or on the recommendation of teachers. She provides short term counseling, and can connect students and families with longer term solutions and support.

## 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.]

Chromebooks and hotspots have been provided to any family needing them so that they are able to engage in distance learning. Teachers make phone calls daily to students who don't show up to distance learning, inviting them to office hours to make up their work or for additional support. For Spanish speaking families, our bilingual aid makes the phone calls. Continued absences will result in the following tiered response.

#### TIER 1

No engagement in Distance Learning for 3 days per week

##### \* Re-engagement Strategies:

- \* Parent contacted by phone
- \* Verification of address, contact information
- \* Assist with connectivity issues, technology needs, and navigating the Distance Learning Platform
- \* Review Compulsory Education and attendance laws under Distance Learning.
- \* Offer assistance with barriers causing a lack of engagement including outreach to school and community agencies for access or counseling support

#### TIER 2

Two consecutive weeks of absence 3 days per week

##### \* Re-engagement Strategies:

- \* Continue offering assistance with connectivity issues, technology needs, and navigating Distance Learning Platform
- \* Review consequences of violating Compulsory Education and attendance laws under Distance Learning.
- \* Continue to offer assistance with barriers causing a lack of engagement including outreach to school and community agencies for access or counseling support
- \* Letter Notification Letter mailed to parent and placed in permanent record.
- \* Referral to Counselor, District Nurse

#### TIER 3

Three consecutive weeks of absence 3 days per week

##### Re-engagement Strategies:

- \* Parent meeting either by Zoom, phone or in person
- \* School Resource Officer to conduct a Home Visit, providing notification to procedures for legal procedures for violating Compulsory Education and Attendance laws.
- \* Habitual Truant Notification Letter mailed and placed in permanent record
- \* Referral to appropriate community service agencies.

Students who are chronically missing school and in need of support may be invited to join our distance learning pod. Following the state's cohorting guidance for small groups, as many as 14 students could come to campus and have their distance learning supporting by members of our after school program. This would allow our most needy students, who may not have conditions conducive to learning at home, to get the support they need at school.

# 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.]

Section 34 of the 2020 Budget Act amends EC Section 49550 and EC Section 47613.5 to add distance learning as an instructional model and requires school districts, COEs, and charter schools to provide nutritionally adequate meals for pupils who are eligible for Free Reduced Program meals whether engaged in in-person instruction or distance learning. Meals will be provided to our free and reduced students for every school day. Applications for the School Lunch Program were distributed with technology and materials on the first day of school.

- We have curbside pick up from 11 - 12:30 daily, or families can pick up meals for a week at a time.
- Only students eligible for free and reduced can receive meals at this time, and rosters are used to check off names of who picked up meals.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

# 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
10.42%	\$147,116

## 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.]

Since we are school-wide Title 1, the needs of our low income students and our English learners, many of whom are low income, are foremost in all of our decision making. Increased technology to access online learning and content curriculum to build background knowledge and academic language were critically important actions to support our families. Providing additional cleaning and sanitizing will enable children to return to school in a safe environment where they can concentrate on learning, something many of our students may lack at home. Professional learning for teachers will focus on supporting language learners in math and ELA.

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

Programs and services that are essential for the success of English learners, foster youth, and low income students include: Programs added include increased technology for all students, hotspots for families who lacked reliable internet connections, and science and social studies curriculum that has online components to build students content and background knowledge and provide easier access during distance learning. We are also providing daily live meetings and student check-ins, and daily interventions for students who have experienced learning loss due to COVID\_19 school closure. Teachers are also receiving additional professional development related to distance learning.

Programs and services continued include Student Support Specialist to address student emotional health and wellness, classroom instructional support aids, bilingual classroom and community support, and professional learning focused on the needs of unduplicated students.