

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.]

Long Valley School is TK-12 charter school with both a site-based K-8 program in Doyle and a K-12 independent study program in Doyle and Portola. The school is operated by Long Valley Charter School, a non-profit public benefit corporation. The school is authorized by Fort Sage Unified School District.

As of 9/1/20, the school has 288 students enrolled. The California Department of Education takes an annual snapshot of student demographic information; the most recent date was on 10/2/2019 reported as follows: Enrollment: 230; English Learners: 4 or 1.74% ; Foster Youth: 0; Homeless Youth: 2 or 0.87%; Eligible for Free or Reduced Price Meals: 136 or 59%. Currently, the school has 38 or 13% students with exceptional needs.

The State of California passed SB98 which "freezes" school funding at the average daily attendance reported at Period-2 on 2/28/2020. The freeze was intended to help schools that might experience a loss of student enrollment due to COVID-19. Long Valley's population grew and is negatively impacted by this ruling. This freeze results in the loss of attendance revenue of approximately \$403,000. The school has maximized its enrollment and has had to discontinue enrolling students despite a steady demand.

The closure of the school's programs in March 2020 caused great disruption to the lives of all members of the community. The community experienced financial and emotional challenges. Following spring break, the school began providing distance-only learning for all programs. For students who attended the site-based and blended independent study programs in Doyle, the reduction of academic and social-emotional support was felt immediately; many families transitioned to working at home, depending on relatives for childcare, or leaving their jobs to provide daily care and engage in distance learning. The independent study program participants in Portola lost access to regular face-to-face meetings and support with teachers and opportunities for small group instruction at the resource center. In Portola, there was less impact to the academic program since at-home learning is integral to the independent study program.

During the spring, the school offered and was able to loan devices to families that did not possess existing resources. i-Phones were purchased and used as hotspots for families without Internet access, though the availability of signal and connectivity provided challenges in the rural environment. Despite challenges, approximately 87% of students were able to regularly participate in daily virtual meetings and appreciated opportunities for interacting with their peers. An additional 11% of students participated by utilizing packets of learning materials. Finally 2% of students were communicated with by phone and text with limited participation.

In the school's spring survey, 85% of site-based program families indicated when school re-opened they wanted in-person instruction. The remaining families were undecided or considered independent learning in the fall. Independent study families hoped small group instruction would resume in the fall. Based on parent and teacher feedback, the spring distance learning model revealed the need for more technology devices, an exploration of Internet connectivity methods, more training for families using technology, and additional learning for staff members to deliver distance learning both synchronously and asynchronously.

Long Valley School developed a re-opening plan that was approved in July and revised in August 2020. The plan was shared with staff and families for input. The plan considered several of the topics contained within this Learning Continuity and Attendance Plan. The principles used to guide the planning included:

- Commitment to ensuring the health, safety, and well-being of all students and staff.
- Commitment to providing the highest quality learning experiences for all students.
- Commitment to supporting the individual needs of all students and families.
- Commitment to providing clear communication to students, families, and staff.
- Commitment to maintaining our school's culture and community.

The school considers the re-opening plan to be a living document that will require update and refinement as what we know about COVID-19 and its prevention change.

During the first week of the 2020 fall semester, the school in Doyle experienced COVID-19 positive cases which precipitated the closure of two classrooms and increased the level of stress and concerns for the entire community. The positive cases provided the Lassen County Public Health (LCPH) with its first in-person school re-opening circumstances. LCPH subsequently decided to close the entire school and quarantine all employees; this action was more conservative than the guidelines from California Department of Public Health (CDPH) or that were identified in the school's plan and were not anticipated in the school's plan. The school had not yet distributed technology devices and hot spots and did not have staff able to do so because of quarantine. At the end of the quarantine period, staff assembled a device pick-up on a Saturday to assure the necessary tools were in each family's possession. The school had not planned for all employees to be impacted by a quarantine, which prevented the ability to pivot to distance learning or prepare and distribute meals. With technology now distributed, and alternatives for meals identified, the school is in position to respond immediately if such a future event were to occur again.

Stakeholder Engagement

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

Long Valley School began its development of the Learning Continuity Plan with the results of its spring 2020 survey. Results of the survey were shared with staff and publicly at its June Governing Board Meeting. Next, the school developed a re-opening plan that focused on safety protocols and learning models. These plans were shared on Parent Square with families and staff and discussed at the July and August Governing Board Meetings prior to adoption.

The survey and the re-opening plan informed the development of this Learning Continuity and Attendance Plan. The plan was posted to the school's Parent Square application where parents choose to receive messages by phone, email, or text; the program also allows for the selection of the language the messages are received. In addition to posting the draft in its entirety, a survey with a summary of the contents was provided. Teachers were asked to share the plan summary and gather suggestions from students.

The draft plan was posted to the school's website and emailed to staff members. The plan was available as a printed document at each location. Town hall meetings were scheduled on 9/11 and 9/15/2020 for the purpose of discussion and verbal input. The school's advisory council convened on 9/16/2020 to review the document; the council was presented with input from all sources to recommend edits to the plan. The hearing for the plan was held on 9/10/2020, with a subsequent one-week period for additional input prior to adoption on 9/17/2020.

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

The school utilizes Zoom for teleconference meetings resulting from the flexibility afforded by Executive Order N-29-80. Participants may utilize a device, a smart phone, or a regular telephone to access. In addition, the Governing Board hearing and the special meeting for adoption included an option for in-person attendance at the Doyle campus. Options for calling, texting, and emailing staff members to provide comments and recommendations was included with every posting.

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

Feedback from each stakeholder group includes:

Parents/ Guardians:

- >Request for more education in the form of workshops to learn about Google Classroom and other software used in Distance Learning.
- Parents want an easy way to determine lessons assigned and lesson completion.
- >Requested to make sure there were plenty of opportunities for zoom since students enjoyed the live interaction with teachers and peers, with opportunities for other viewing if parent/guardian works.
- >Requested more on-campus, in-person learning wherever possible.
- >Requested a clear plan to provide meals if school is closed or quarantined in the future.
- >Noted many challenges with connecting with technology--families need more support.
- >Did not know mental health support was available.
- >Increased level of stress at home.

>IS families noted the one-on-one learning was effective and appreciated.

Staff:

- >Requested access to resources and exemplars for online learning
- >Requested more training in distance learning pedagogy.

Students

- >Requested more zoom, especially with break out rooms and social time.
- >Requested options for online enrichment such as art (with packets of supplies available
- >Requested opportunities for more online enrichment with increased student agency.

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

After input was received, staff met to determine the ability for the school to incorporate recommendations in the plan; specific influences on the plan as a result are indicated below:

- >Nutrition: After comments about being able to serve food during closures, the school applied for and was approved to continue Seamless Summer Option for meal service which allows distribution of grab-n-go meals to all children aged 18 years and under. The grab-n-go option allows the school to provide no-prep meals. Also, the school has identified three more staff to become licensed with the food handler's certificate so there are backup persons available to assemble the meals if kitchen staff are quarantined.
- >Distance Learning: provide access to recordings of teacher instruction on distance learning days so working families can watch at later times.
- >Distance Learning: teachers to provide instruction on campus to students to practice accessing curriculum and tools and reach out to families to assure access at home.
- >Distance Learning: create an opportunity for high school students to lead online enrichment courses (such as book studies, 3-D Printing, music).
- >PD: added parent training on Google Classroom and distance learning tools.
- >PD: providing additional training for instructional staff in distance learning pedagogy.
- >PD: add training for staff to gain proficiency at helping families access technology/ Internet.
- >PD & Mental Health: added sharing Julie Adams video (on reducing stress), sharing a handout on simple strategies for home use, and share mental health services availability 1-2 more times during the year.

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.]

As a county that is permitted to re-open for in-person learning and the request from parents and staff, the efforts to re-open have focused on offering as much classroom-based learning as practicable. Equally imperative has been efforts to plan for student and staff safety according to the guidance of California Department of Education (CDE), CDPH, Lassen County Office of Education (LCOE) and LCPH. This guidance was woven into the school's re-opening plan and addresses distancing, use of PPEs (including face coverings, gloves, and shields), active screening procedures, staff COVID-19 testing, disinfecting, and increased hygiene. LCPH conducted a site inspection of the Doyle campus prior to re-opening. The school's re-opening plans were sent to each county office in which the facility is located.

At both Doyle and Portola, arrival and departure times were extended and scheduled to reduce student and visitor congregation at the entrances. All persons participate in an active wellness screening before entering the buildings. A plan for excluding persons who fail the wellness screen was developed by the LCOE nurse and the LCPH staff. A decision chart was adopted based on the guidelines provided by the CDPH to determine when the school needed to close classrooms and when the school might need to completely close. This chart provides guidance for the school with the understanding that the decision to close may not be less restrictive than directives from LCPH.

The Doyle site-based program implemented a hybrid program. This program provides in-person learning four days per week with Fridays provided as an off-campus distance learning day. The school's library, tinker lab, student support classrooms and cafeteria were converted into usable, alternate classroom spaces. All grades have been separated in cohorts not exceeding 12-15 students. The smaller cohorts allow for physical distancing, close monitoring of the school's requirement for face coverings for all in grades 3 through adult, and increased hygiene practices. There continues to be a demand for bus transportation service at this location. A second bus was purchased (end of 2019-20) to facilitate distancing to the greatest extent possible with additional routes. Both buses are cleaned twice daily.

Doyle students in grades 1-8 spend alternate days in their regular classroom with the assigned certificated teacher and the other on-campus day is in another assigned space with a para-educator. The day with the para-educator includes virtual instruction provided by the certificated teacher viewed on the large LCD screen. Assignments on the para-educator day are provided by the certificated teacher with support by the para-educator. On the Friday distance learning day, teachers provide a virtual synchronous period with students and their peers followed by asynchronous work assigned to be completed individually. Students receive 4.5 or more hours of instruction and support while on campus. To accomplish the staggered arrival, some students are on campus for an additional hour in the morning with their teacher or para-educator; during this time students receive additional tutoring and support. Friday's distance learning days include a combination of virtual synchronous and asynchronous assignments to meet or exceed the equivalent of the daily minimum minutes for each grade level.

Doyle students in TK/K attend school in either a morning or afternoon session of 3 hours each with the certificated teacher. On Monday-Thursday, all instruction is provided by the assigned certificated teacher. On Fridays, the certificated teacher provides a combination of virtual synchronous lessons with peers and asynchronous assignments to meet the minimum 3 hour equivalency requirement. LVS

partnered with the family services program at the Herlong Army Depot to provide an afternoon child care program for morning kindergartners and to assist with mid-day transportation of these students.

The blended independent study high school program located in Doyle offers in-person classroom instruction to reduced sized groups. 50% of the the class will attend two days each week for the full day. The on-campus learning time includes direct instruction by a certificated teacher in grade-level standards and regular progress check-ins for independently completed work.

Independent study programs do not operate classroom-based instruction as defined by the State of California.

The K-8 independent study program located in Doyle has been expanded with an additional certificated teacher to support families not choosing to return to campus for in-person instruction. Families may choose to meet in-person or virtually for weekly one-to-one check-in meetings. These meetings provide an opportunity to review last week's work, assign the next week's work, provide direct instruction, and tutorial support. Weekly virtual classes will be provided for the purposes of direct instruction and peer interaction.

Prior to the closure in March, Portola teachers met students in-person at least weekly to review assigned work, provide academic support, and set the learning goals for the following period. Students also participated in small group instruction or in study blocks of 12-15 students. It has been determined that adequate physical distancing for this size group is not practicable in the current facility structure. Instead, weekly virtual classes are planned beginning later in September. These classes will allow students to participate in groups with their peers in core academic areas and for enrichment topics. As a result of stakeholder recommendation, the school is offering high school students, under teacher supervision, the opportunity to create additional virtual enrichment workshops. Families may choose to meet in-person or virtually for weekly one-to-one check-in meetings. These meetings provide an opportunity to review last week's work, assign the next week's work, provide direct instruction, and tutorial support.

Teachers and para-educators in both locations have infused the use of Google classroom and Zoom videoconferencing to assure seamless transitions between in-person and distance learning days.

The school recognizes the effects of the pandemic on its students and staff. The school offers counseling for students and offers training in social-emotional topics for staff and families. These are described in more detail in the Mental Health and Social and Emotional Well-Being section of this report.

Pupils with exceptional needs are served by a Special Education teacher and full-time para-educator at each location to provide on-campus or virtual instruction. Further details are provided in the Supports for Pupils with Unique Needs section of this report.

The school routinely begins the year by assessing all students to determine their initial level of mastery of standards and regularly monitors each student's progress. During the first 6 weeks of school, students in grades 1-6 participate in i-Ready assessments and students in grade 7-12 participate in NWEA MAPS assessments. i-Ready assessments include an initial screening, monthly progress checks, and daily practice opportunities focused on below grade level skills in mathematics and reading. MAPS provides an initial screening, mid-year progress and end of year mastery assessments. Further details of strategies for students that demonstrate a loss of academic content will be address in the pupil learning loss section of this document.

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

Description	Total Funds	Contributing
Para-educator Support: 6.5 full time equivalent para-educators to provide "alternate day" support for smaller cohorts and tutoring/ support for students (salaries & benefits); this action increases services by providing additional academic tutoring support for all unduplicated pupils.	237,240	Yes
Hire one additional full-time teacher in Doyle to serve a dual role: Teacher of K-8 students choosing independent study instead of in-person learning and provides instruction to cohorts when a certificated teacher or para-educator is absent. (salary and benefits)	72,000	No
Increase one janitorial classified employee from part-time to full-time to increase support for daily cleaning and disinfecting.	24,000	No
Employ 1.5 full time equivalent para-educators for special education support.	77,660	No
Masks, shields, gloves, directional signage, additional cleaning supplies.	2,709	No
Purchase of print based learning support materials-Standards Plus, iReady materials for tutorial/ support	6,384	No
MOU with CYS for transportation costs for added program/ pickup for TK/K (estimated-MOU in progress)	3,600	No

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.]

Long Valley School uses its Board-adopted curriculum that aligns with state standards in all models of learning. Each publisher offers online components which are now being utilized both during in-person and distance learning. Online components especially in mathematics and English Language Arts are seamlessly embedded in Google Classroom, which is the primary learning management system.

For Doyle, the current on-campus instruction for the site-based program uses "in-person" distance learning two days per week; the student cohort is supervised by the para-educator on these two days. To meet the requirements for distance-learning:

- >the certificated teacher provides daily virtual instruction;
- >students experience this instruction with their peers;
- >the credentialed teacher provides assignments equivalent to the minimum minutes required.

This on-campus distance learning provides academic and social-emotional support, access to meals and Internet connectivity. During these "in-person" distance learning days, students are using their assigned Chromebook to access Google Classroom to complete some portion of their assignments. This regular practice with para-educator support is part of the effort to assure students will be able to successfully and seamlessly access learning on off-campus distance learning days.

The current Friday off-campus distance learning day allows students and staff to verify the ability to access learning in the event the school is required to pivot to distance-only learning. Friday mornings are scheduled with live virtual synchronous interactions via Zoom meetings with the afternoons for asynchronous work in Google Classroom or through the use of student learning packets derived from adopted curriculum and sent with students on Thursdays. During the afternoons, students have access to the teacher and para-educator for support and instruction. The teacher and para-educator also use this time to collaborate on student progress and set goals for the following week.

For students who may be quarantined and unable to attend the on-campus, in-person learning, teachers will broadcast their classroom on Zoom. Students may also access Google Classroom to retrieve assignments that are presented during the broadcast. Additionally, teachers record their distance learning day instructional time and make the content available for up to a week, permitting absent students or families with daytime work schedules to access at a more convenient time.

The Doyle high school blended Independent Study program provides two days each week for in-person learning on campus with 3 days dedicated to at-home independent study work. This program, which follows independent study rules, assigns a combination of a-g online high school coursework and grade level text-based materials leading to the mastery of standards.

The Portola K-12 and Doyle K-8 independent study programs are established as non-classroom based independent study. While charter non-classroom based learning is not technically distance learning, students utilize adopted curriculum and now have enhanced options for virtual instruction with engaging opportunities for synchronous learning.

Long Valley School's Career Technology Education (CTE) program is based on an individualized approach utilizing college, online, or text-based courses that meet the standards and objectives contained in the State's CTE Framework. Students are encouraged to engage in internships and job shadowing. With COVID-19, some of these opportunities have been limited. The CTE Coordinator is working closely with the Career and College Counselor to identify options for coursework and in-field experiences that in addition to meeting the standards, also provide safe practices including physical distancing, face coverings, and good hygiene practices.

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.]

During the 2019-20 school year, Long Valley loaned devices prioritized by low-income pupils, students with exceptional needs, and foster and homeless youth. Every student and their family that requested a device was provided with one. Staff maintained a daily log of student participation and contact. We noted approximately 95% of students were participating in Zoom classroom opportunities a few days per week. The daily log provided easy identification of those who did not. Teachers and administrators then targeted those students and contacted them through phone calls, finding that some needed different times to connect such as after work hours.

To be well-prepared for the 2020-21 school year, Long Valley School ordered Chromebooks in June to provide one-to-one access for each student, knowing that shared equipment such as devices was discouraged. Despite the orders being placed in June, LVS has learned fulfillment is not anticipated until the end of September due to being delayed in customs. The CDE sent 50 Chromebooks from their program seeking donations for school technology. Using these new units and deploying older laptops and Chromebooks, devices are in the process of being distributed to every student in the Doyle-based programs. Teachers surveyed families to determine if Internet access was needed including situations where multiple children in one household require the additional bandwidth. The school is distributing iPhone hot spots to those families. The school used the iPhone hot spots in the spring and discovered they were not easy to use and were not always reliable. As a result, Internet wi-fi units from Verizon were ordered and are currently being built to fulfill our school needs. While prioritizing the needs of low income and special needs students, the Principal has verified that sufficient quantities of hot spots are available to fulfill current needs.

Students in the Portola independent study program are receiving a few devices that have been prioritized based on need until the ordered units arrive. The i-Phone hot spots are being distributed to families requesting Internet accessibility and will be replaced with the wi-fi units from Verizon once received from the manufacturer.

To assist families in using the devices, staff have recorded how-to videos on the school's website for 24-7 access. Students practice working on the devices during on-campus time to better understand the processes for accessing their curriculum. Additionally, LVS has contracted with Lassen County Office of Education to purchase technology support. A plan for supporting technology challenges from a student's home include the family contacting the student's teacher; the teacher is expected to assist with issues of curriculum access and general connectivity. For device issues, the school will contact LCOE technology to provide support to the family. Each location will have a supply of spare devices to be able to trade out a unit if advanced support or repair is needed. All devices and hot spots are filtered in compliance with Children's Internet Protection Act (CIPA) requirements.

Document cameras were purchased so that in circumstances such as students with exceptional needs may receive instruction and support utilizing paper and pencil strategies in the virtual environment.

The provision of devices and Internet access to all students is intended to provide equitable access to distance learning for all students. In the event a student is unable to access, our internal technology support is prepared to assist individual families to resolve challenges. Additional training for teachers to be able to support families is planned for each location.

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.]

SB 98 provides rules for classroom-based learners who receive distance learning. These procedures apply only to the Doyle classroom-based learners on distance learning days:

>Certificated teachers sign an affirmation that they will, with fidelity, assign work that is primarily at grade level and has a time value that meets or exceeds the minimum number of instructional minutes required by SB 98. The time value will represent a total of synchronous and asynchronous lessons for each distance learning day.

>Teachers provide daily live interaction with peers through Zoom meetings; this zoom is the first opportunity for synchronous instruction and to verify participation. For students who are not involved in the zoom meeting, the student or parent will be contacted by phone, text or email to confirm daily participation, troubleshoot technology concerns (if any), and provide academic support through an alternate means such as Facetime, Google m\Meet, an individual zoom meeting, phone conversation, or through text-based methods. Live interaction with peers is the preferred method with the secondary methods being used based on family needs.

>Teachers track lesson completion through a daily review of synchronous and asynchronous work. Teachers may use their personal grade book or Google Classroom to document completion.

>Teachers indicate attendance on a daily basis in the school's student information system, noting if it is a distance learning day and if instruction was provided synchronously, asynchronously or a combination of both.

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.]

In March 2020, when distance learning began, instructional staff received initial instruction in online teaching methods. This training included learning how to use Zoom and Google classroom, keeping students safe in an online environment, and identifying curricular and social emotion learning resources. Through the summer, many staff received professional development in distance learning related topics. Six staff participated in multiple sessions of distance learning training sponsored by the Small School District Association; specific class titles included Google Suites, Parent Engagement in Distance Learning, How to Teach High School Content Online, How to Teach Grades 6-8 Online, How to Teach Grades K-3 Online, and How to Teach Reading Online. Six staff members were provided training by CUE (Computers Using Educators) in what they refer to as "Edu-protocols". The school adopted the use of three of these "spotlight" practices: 8-

parts, thin slides, and math reps. These practices employ the use of Universal Design for Learning which allows for the adjustment of the lesson to assure access to all students including English Learners, pupils with exceptional needs, and students needing additional challenge. All teachers are required to include these engaging online lessons during virtual and/ or in-person learning.

Additional trainings provided or scheduled at the start of this year include:

- >Training in assessment tools including their remote use as needed
- >Training on COVID-19 safety protocols.
- >Staff working with 7th-12th grade students will receive suicide prevention/intervention training.
- >Staff will receive training on topics of social-emotional support for staff, students, and families.
- >High school level staff received training in supporting students in Career Technical Education.
- >Using the Student Information System tracking systems and ways to share student progress regularly with students and families.

Each Friday, time is allocated for professional learning communities at each location with a focus on distance learning best practices and providing differentiated supports for students. Staff members are able to collaborate on specific goals for each week and are able to identify additional topics for training or support within their location.

Staff have access to support for the use of technology and online learning. The school employs a teacher on special assignment who supports online learning; staff can receive assistance from this staff member in the use of online courses and the benchmark assessment tools. Technology support for school laptops and devices is provided by an agreement with Lassen County Office of Education's Technology Department. The employees trained over the summer by CUE are embedded experts in the spotlight practices.

Parents have requested training in Google Classroom and gaining familiarity with distance learning online programs so they can best support their children. Training for parents will be provided through video instruction, printed materials, and virtually.

Staff Roles and Responsibilities

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

Long Valley School has adapted roles and responsibilities of select employees in response to COVID-19.

- >LVS added the position of Special Programs Administrator to provide focused oversight of pupils with exceptional needs, foster and homeless youth, and English language learners.
- >The para-educator team is now responsible for added supervision during on-campus time and during distance learning time is responsible for providing one-to-one academic tutorial support.
- >LVS has contracted with counselors to provide general education counseling at each location. Doyle previously offered 0.5 days per week and now is providing 1.0 days of counseling support each week that can be provided in either in-person or virtually as conditions change. Portola continues to provide 0.5 days per week, but is now contracting with a provider who is able to serve students either at the resource center location or remotely.
- >The school's CTE coordinator is providing additional remote support and identifying coursework served in a distance learning model that meets state frameworks.

- >The school's Career and College counselor is now providing online learning for career exploration classes and has added a virtual scheduling for individual appointments when in-person meetings are not desired or available.
- >One administrator is tasked with attention to technology and has established working relationships with technology vendors, Internet providers and LCOE technology department.
- >Teachers, para-educators, and clerical staff have been equipped with technology devices and Internet access where needed to be able to work remotely during school closures.
- >During closures, janitorial/ maintenance staff have been reassigned to support food preparation and distribution.

In addition, all employees received training in health and safety measures adopted by the school. Every employee is assisting with the monitoring of face coverings, physical distancing, and regular disinfection of high touch surfaces.

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.]

While developing the plans for learning continuity, the school carefully considered students with unique needs, specifically pupils with exceptional needs, English Learners, low income students and students in foster care or experiencing homelessness, Some of those considerations included verification of distancing learning curriculum and supports for English Language Learners and students with exceptional needs. In the case of students with exceptional needs, each student's IEP was reviewed to assure the school's ability to meet accommodations and/or modifications in the distance learning environment. IEPs are in the process of being updated to address individual distance learning needs. Students identified as homeless or foster youth receive contact from the homeless liaison as an additional level of support to meet any of their unique needs. Specific actions include:

- >The school has trained two para-educators under the direction of the special education teacher to provide dedicated support to students with exceptional needs through one-to-one and small group tutoring. Document cameras have been provided to SPED professionals and available for loan to students where there is need to observe or demonstrate written documents.
- >Para-educators assigned to each location provide academic tutoring on distance learning days to all students in their cohort needing additional support, with a focus on English Learners and students with exceptional needs.
- >English Language Learners receive curriculum with integrated ELD standards that is available both online and in print.
- >Teachers use Zoom for virtual synchronous learning and use break out rooms to emphasize oral language development.
- >English Language Proficiency Assessments (ELPAC) will be administered in alignment with the latest guidance from the California Department of Education.
- >If extended closures become necessary, the school will offer small cohort learning for English Learner or pupils with exceptional needs if permitted under the State rules for small cohorts.
- >Low income pupils are provided devices and monthly Internet access.
- >The school's homeless liaison regularly communicates with foster and homeless youth to determine if needs for transportation, food, or other services exist and directs appropriate resources to fulfill those needs.

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

Description	Total Funds	Contributing
Edu-protocols, Google classroom training, Modern Classroom Project coaching to learn more about recording content for asynchronous access, and distance learning coaching by CUE to facilitate universal design for learning for all learners including those with unique needs.	8,500	No
Purchase of Chromebooks and Chrome licenses for students; this action increases services to unduplicated pupils by providing economically disadvantaged and EL students equal access to online learning.	30,053	Yes
Purchase of staff laptops	12,000	No
Cost of hot spot service (for 10 months-after California Teleconnect Fund discount); this action increases services to unduplicated pupils by providing economically disadvantaged and EL students equal access to online learning.	4,900	Yes
Purchase of hot spots (including Verizon iPhones and WiFi Verizon); this action increases services to unduplicated pupils by providing economically disadvantaged and EL students equal access to online learning.	3,800	Yes
Hire a Special Programs Administrator focused on the needs of pupils with exception needs, ELL, and foster and homeless youth.	51,000	No

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.]

During the spring of 2020, Long Valley staff recognized the typical summer loss of learning would be compounded by the spring closures. To measure 2020-21 starting academic levels and identify learning gaps, LVS has determined the following assessments will be utilized.

>Students in grades 1-6 will take assessments in i-Ready for mathematics and reading. During the first 6 weeks, students will complete an initial assessment. Monthly progress monitoring is in place for regular reporting. Winter assessments will be administered in December-January and an end of year assessment will be administered where CAASPP testing is not available.

>NWEA MAP assessments will be administered to students in grade 7-11 in mathematics and English Language Arts. An initial assessment, a winter assessment and an end of year assessment will be administered for grade levels where CAASPP testing is not available.

>ELPAC assessments will be administered to English Learners.

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.]

To counter the effects of learning loss and accommodate accelerated learning, Long Valley School's first action was to implement a looping structure wherever possible; this research-based strategy provides the opportunity for students to remain with the same certificated teacher for an additional year. The continued student-teacher relationship supports efficient and improved instruction and learning.

As a mastery-based learning school, Long Valley had already identified its own set of "power standards" in which to focus student learning. Utilizing the vertical nature of state standards, teachers are able to concentrate on grade-level standards and supplement learning in that standard to address learning gaps. The school has emphasized personalized learning and student agency in its programs. These approaches allow for student voice and choice which motivates student engagement in learning and can be differentiated for pupils with unique needs and interests.

Addition tools and strategies:

>The school provides access to i-Ready's Teacher Toolbox; this is a collection of K-8 standards-based lessons that include scripted lessons, practice, and an assessment. This tool allows a teacher to identify a learning gap and immediately access a lesson to provide targeted instruction. The teacher can send this lesson to the parent if they are interested in receiving academic support materials.

>Eduprotocols. Using the schoolwide spotlight practices, three protocols will provide engaging online activities for all students. Each protocol is specially designed to provide differentiated support for pupils.
 >>8 parts or small parts: these activities focus on grammar and vocabulary and are applicable for all grade levels
 >>Math reps: these activities are based on grade level foundational skills.
 >>Thin slides: these activities focus on topics in writing, social studies, or science encouraging writing and multi-media skills for every grade level.

>Back to Kindergarten in Khan Academy. Students in grades 1-11 (except students in courses beyond Algebra I) will be assigned to Khan Academy. Students will work their way from Kindergarten to their current grade level. Students may "test" out of grade levels if they demonstrate a 90% mastery in the pre-test. This plan is to address learning loss as well as remediating previous learning gaps in foundational knowledge evidenced from previous CAASPP results. Estimated pacing schedules have been provided to staff to assure current grade level work also begins and progresses while simultaneously working on remediation efforts.

In all strategies, additional scaffolded support for low-income pupils, homeless and foster youth, English Learners and pupils with exceptional needs is provided by Special Education staff, teachers, and para-educators. The school has an established process for a cycle of identification and support in its Multi-Tiered Student Support (MTSS) program. After initial assessments and, the cycle of MTSS will be initiated to identify students with more significant learning loss or social-emotional needs.

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.]

Long Valley will use interim assessments and monthly progress monitoring to measure the effectiveness of its strategies and supports. Structured professional learning collaborations allows teachers and para-educators to review progress and shift strategies as needed.

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

Description	Total Funds	Contributing
i-Ready Teacher Toolbox	1,200	No
i-Ready Assessments K-6 (includes staff training) to identify learning gaps.	3,675	No
NWEA MAPS for grade 7-12 (includes staff training) to identify learning gaps.	1,801	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.]

Long Valley recognizes that stress has a major impact on the developing brain and learning. Considering this effect of stress, several activities and strategies are planned to address the mental health and social and emotional well-being of students as well as staff and are listed below.

>To provide schoolwide support for students and staff, the school will continue its training with Julie Adams from Adams Teaching (adamsteaching.com) which focuses on cognitive science, trauma impacted strategies, and stress reduction. The strategies and trainings are equally applicable to staff, students, and parents. Julie's program is updated in response to the COVID-19 Pandemic. Her package includes two training sessions for staff and one session for families. She provides training in her "FullyCHARGED" system to the staff and challenges families to work at home along with the school-based program. The training includes understanding social-emotional learning and its ability to overcome trauma and cultivate strategies for success. She teaches the acronym S.E.E.D.S.(sleep, exercise, efficacy, diet, and social connectedness) to improve mental and physical wellness. A recording of the family training will be available after the webinar for continued viewing. A handout of Julie's strategies for families will be distributed.

>The school is working with Elizabeth Darley from Lassen College to plan a virtual "Parent University". The focus of this six-session course, delivered to parents and students, is to develop the skills to understand educational opportunities in high school and college. Participants learn about communication skills, self-evaluation, goals, and interests to apply these the selection of future pursuits. Specific topics include student development, academic preparation, social media/ bullying, and career and college options.

>Mental health counseling with licensed therapists is available to general education students. In response to COVID-19, the one day of counseling was increased to 1.5 days. The counseling may be offered in one-to-one or small group settings on-site or virtually in Doyle and Portola. Students may be seen on a referral or request basis at each location through contracted providers. Parents, students or staff members may initiate the request, with parent consent required.

>Teachers utilize morning meetings to hold daily check-ins both in person and virtually. Teachers received training on how to check-in with students in June and have been provided many resources for engaging activities for this purpose.

>In the area of suicide prevention, select staff members have received Applied Suicide Intervention Skill Training (ASIST). During September, staff members working with 7th-12th grade students will be taking a 90-minute training titled, LivingWorks Start to help recognize when someone is having thoughts of suicide, how to intervene, and how to support. A module for students in 7th-12th is anticipated to be available later in the month.

>Long Valley School distributes information on Covered California which provides information on accessing health care coverage. The school also distributes lists of local support locations for accessing mental health support; these lists include 24-hour emergency numbers for crisis support. The frequency of notices for mental health services will be increased to 3-4 times per year.

>The school subscribes to STOP-it Solutions, an anonymous reporting system. Each location has postings providing students with information on how they can report safety, bullying, or other misconduct. In addition to site administrators receiving the report, STOP-it personnel monitor reports and will contact school administrators, emergency services, and/ or law enforcement to provide immediate attention.

>School staff complete extensive training at the start of the year designed to keep students safe. Topics include bullying prevention, mandated reporter, and making school safe and inclusive.

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.]

Teaching staff are receiving training in how to provide regular parent updates of student progress. Staff noted outgoing email issues to non-school emails in Google Classroom which has now been addressed. Training has also been provided for determining attendance on distance learning days and follow-up strategies to assure participation in distance learning. The school has adopted the following tiered re-engagement strategies for students who are absent from distance learning for three or more days or 60% of the instructional days in a school week.

- 1) Verification of current contact information for each enrolled student.
- 2) Daily notification to parents or guardians of absences;
- 3) Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.
- 4) In the event the school is unable to communicate with the parents/guardians and student, the school will seek the assistance of law enforcement to make a home visit.

The school staff includes bi-lingual members who assist in the outreach to parents that speak languages other than English.

SB98 does not apply to independent study. State law requires the school to have a policy that defines minimum requirements for attendance and academic progress. Students that do meet those requirements are considered non-compliant and a series of actions are initiated which

can lead to disenrollment and return to the student's school district of residence. Staff work closely with students and their families to prevent such occurrence. The nature of independent study often involves the parent as a partner in the student's learning. As such, many parents attend the weekly meetings and are regularly aware of the student's progress. For circumstances when parents do not attend, teacher contact the parent regularly to share student progress. In the event a student falls behind in attendance or work completion, the student is required to attend meetings with greater frequency after a face-to-face meeting is held with the parent/ guardian present.

The school uses Parent Square for sending schoolwide messages, notices, and alerts. Families are able to choose the mode in which they receive their messages: phone, text, and/or email. Families are able to choose their language of delivery.

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.]

Food services staff have received training in updated COVID-19 health and safety protocols. Specific changes include expanded use of personal protective equipment, intensified disinfecting, and the elimination of shared equipment such as condiments, self-serve buffets, and share tables. Students meals are provided in individually packaged containers with disposable utensils. Three additional staff members earned their food handler's licenses to provide back-up personnel in the event regular kitchen staff are quarantined

Students participating in the Doyle-based program are offered nutritionally adequate breakfast and lunch each school day. During on-campus learning days, students receive breakfast as they arrive to consume in their classrooms. Lunches are delivered to students in their classrooms or outdoors, weather permitting. On Friday-a regularly designated distance learning day, grab-n-go bag meals are prepared for pickup. Students that experience distance learning due to quarantining or school closure will have access to grab-n-go bag meals.

The school will meet its obligation of determining eligibility for free or reduced-price meals. This is accomplished through direct certification from county records and submission of applications compliant with the USDA's National School Lunch and Breakfast Program. Families are encouraged to complete the application. Currently, due to the extension of a federal waiver by the USDA, Long Valley will extend its Seamless Summer Option for meals; this allows the school to distribute meals free of charge regardless of eligibility to all children age 18 years or younger.

Non-classroom based independent study programs are required to provide meals to students scheduled to be at the school facility for 2 or more hours each day. Currently, no students in Portola are scheduled to be on campus more than one hour. However, Long Valley School in Portola is partnering with Plumas Unified School District for students to access meals through C. Roy Carmichael School's Seamless Summer Program. Pick-up times for the grab-n-go meals are distributed to families.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	Career and College Counselor provides individual appointment to assist students in creating a post high school plan and supports students in internships and job shadows.	47,774	No
Mental Health and Social and Emotional Well-Being	Mental health counseling for 1.5 days from licensed therapists; this action increases social-emotional support for unduplicated pupils that may not otherwise have access to such services.	26,192	Yes
Mental Health and Social and Emotional Well-Being	Julie Adams training and Parent University for families and staff. This action increases services by providing training for persons working with unduplicated pupils to meet their social-emotional needs and be better prepared for academic learning.	4,750	Yes

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
15.60%	\$311,344

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.]

Using the FCMAT calculator, Long Valley School estimates the supplemental and concentration funds under the Local Control Funding Formula is \$311,344 for the 2020-21 school year. This indicates the school will need to increase or improve services to unduplicated pupils by 15.60%.

As of 10/2/2019, there are 230 students enrolled. 60.7% of pupils are categorized as unduplicated and include:

- 136 or 59% low-income
- 4 or 1.74% English Learners
- 2 or 0.87% homeless
- 0 foster youth

An unduplicated percentage in excess of 55% permits a school to provide actions principally directed to its unduplicated pupils while also benefiting all students with its supplemental and concentration funds. As this Learning Continuity and Attendance Plan was developed, the needs of unduplicated pupils were considered first. The need to address learning gaps and social-emotional needs is primary in the return to school. These needs led to prioritizing in-person on-campus learning at the Doyle campus and additional individualized support to students in independent study. The school is using increased para-educator staff to provide additional academic support which not only provides an increased level of support by the para-educator but facilitate certificated teachers to work with smaller groups of students to target learning gaps compounded by COVID-19 closures.

After the spring of 2020 distance learning experience, the need for updated technology and reliable Internet access became very apparent. Low income families and homeless and foster youth struggled to access daily virtual learning; families attempted access through smart phones or other older devices. This led to frustration as data plans were insufficient for this model learning. It was also apparent that when used, paper packets did not provide immersive peer interaction needed for English Learners. Providing Chromebooks, Internet access, and supporting services such as training and technology support are critical in providing equitable access to learning for 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.]

The reduced student cohort size, added staff, enhanced mental health services, and purchases of technology and Internet access exceed the cost of providing basic educational services. The school has determined these primary actions are the most effective in supporting its unduplicated pupils and has the benefit of supporting all students as well, especially during COVID-19. Specific actions in this plan to meet the increased or improved services include:

1. Para-educator support \$237,240

The cadre of para-educators first permits reduced-size cohorts. This action provides greater opportunities for struggling students to receive personalized, individualized support by certificated teachers and by para-educators. Additionally, on distance learning or virtual instruction days, para-educators provide tutorials to individual or small groups of students to support acceleration of learning.

2. Chromebook purchases \$30,053

3. Hot spots purchased and fees \$8,700

The purchase and loan of Chromebooks and Internet access is significant in providing equitable access for distance or remote learning. This assures access for low-income students and foster and homeless youth who might not otherwise have a means to access the high quality of learning through live virtual classes with their peers. English learners also benefit from the verbal and auditory interaction with peers in this setting.

4. Mental health counseling \$26,192

5. Professional development in social-emotional learning for staff & families \$4,750

Traumatic effects resulting from the pandemic affect the brain and the ability to learn. This impact is compounded for unduplicated learners. Access to counseling and training for staff and families improves awareness and actions to improve the ability of students to learn.