

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
Linns Valley-Poso Flat Union School District	Tammy Pritchard Superintendent	tapritchard@linnsvalleyschooldistrict.org 661-536-8811

General Information

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

Linns Valley School contains 350 square miles in northeast Kern County. It is a rural school district located approximately 45 minutes northeast of Bakersfield in Glennville, California. The district services grades Transitional Kindergarten through eighth grade. The current enrollment is 18 students with an average ADA of 16.2. The school supports cultural awareness on a daily basis through its diverse literature selections. Linns Valley is committed to the development of a total school community where parents, students and staff work together to create a safe and active learning environment for all students. This will be accomplished by maintaining high academic expectations, emphasizing self-worth: stressing a safe and orderly environment and fostering an atmosphere where students are welcomed and encouraged to strive for success and to reach his/her fullest potential. Our supplemental and Concentration funding is based on 56% unduplicated count. The community of Glennville has a population of about 195 people. As of August 14, 2020, there were 2 confirmed COVID-19 cases, of which 1 was reported as recovered. Many adult community members are considered essential workers, working in agriculture, education, the medical field and as food providers. This has simultaneously increased the risk for COVID-19 transmission and left older children and family members as caretakers to younger family members. As households shelter-in-place, deeper community inequities are beginning to unfold including poor access to food, limited healthcare options, and weak infrastructure / limited access to the internet.

Schools have been closed since March 17, 2020. From March 17, 2020 to May 26, 2020, students received instruction through distance learning. Most students did not have access to the internet or adequate connectivity to the internet and were given work packets. Teachers supported these students through regular check-ins via zoom or google talks, and phone calls. Instruction was provided via Google Classroom. Meals were offered and provided to all 1-to-18-yr-olds, from the first day of school closure. Lunches were also offered during the summer months of June and July but no families requested lunches to be provided.

The 2020-21 school year began August 12, 2020, with 100% of students participating in distance learning. Teachers are busy learning new technology while working from school with the option to work from home as needed during distance learning. With no district IT personnel, the principal has had to learn how to manage and navigate multiple online systems.

Stakeholder Engagement

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

The district reached out to stakeholder groups in a variety of ways over the past five months. To begin, the principal contacted every parent in the district to learn about technology needs. Parents and students participated in a survey to better understand their perspective on school re-opening. Parents were given the opportunity to provide written feedback through surveys, ParentSquare notices, and a Public Hearing. A series of communications such as phone calls, texts, and parentsquare messages were provided by the principal to gather feedback on how to best meet student learning needs in a pandemic environment. We do not have any stakeholders that require a language other than English.

The district also reached out to all staff including teachers and classified staff to understand what would work best for them in a pandemic environment. This was done through regular interviews and meetings. Linns Valley has 1 administrator who has a dual role as both the principal and a serves a certificated teacher. All stakeholder meetings included this position in the engagement process of stakeholders. Linns Valley considered and used all stakeholder feedback prior to approval of the Learning Continuity and Attendance Plan. All stakeholders were provided opportunities to submit written comments regarding actions and expenditures included in the LCP Plan, providing prior notice of the meeting's agenda. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the Learning Continuity Plan was available for public inspection. The public had the ability to submit written comments in order to speak at the public hearing regarding the Linn's Valley LCP. The board as well as the community asked questions regarding the Learning Continuity Plan but provided no feedback to the district to consider regarding the Learning Continuity Plan (see the Sep 16, 2020 School Board Meeting Minutes). To date, the superintendent has not responded in writing to any stakeholders as there were not comments or questions submitted that came from stakeholders in the public hearing or at any prior presentations. Linns Valley does not have a local bargaining unit or an English Language Advisory Committee.

September 16, 2020: Learning Continuity Plan Public Hearing, with option for remote participation, the district presented a draft of Learning Continuity and Attendance. The Linns Valley Board meeting posting was made available as linked to the Linns Valley website.

September 17, 2020: Learning Continuity Plan Final Board Approval: The district presented the Learning Continuity Plan for board approval at a meeting of the school district board, with option for remote participation.. The LVSD Board meeting posting was made available as linked

to the LVSD website. The board unanimously approved the Learning Continuity Plan (see the Sep 17, 2020 School Board Meeting Minutes). The Linns Valley School District has also filed with Kern County Superintendent of Schools within five days after the local governing board adopted the LVSD Learning Continuity Plan who will subsequently submit the Plan to the State Superintendent of Public Instruction (SSPI)(reviewing authorities). After Board approval, the LCP will be posted in English on the LVSD Website.

The district has connected with various offices within the county like the Kern County Superintendent of Schools, health department and state and local representatives, etc. to learn best practices and get feedback on how to make the transition to a virtual environment.

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

The district reached out to stakeholder groups in a variety of ways over the past five months. To begin, the principal contacted every parent in the district to learn about technology needs. Parents and students participated in a survey to better understand their perspective on school re-opening. Parents were given the opportunity to provide written feedback through surveys and a Public Hearing. ParentSquare posts, phone calls or texts were sent out by the principal to gather feedback on how to best meet student learning needs in a pandemic environment.

The district also reached out to teachers, and all classified employees, to understand what would work best for them in a pandemic environment. This was done through google surveys and regular interviews / group meetings.

All stakeholder input included communication with staff, parents, and community members in the form of direct contact to all via phone calls, text, Parent Square post. Lastly, the team has connected regularly with various offices within the county like the Kern County Superintendent of Schools, the health department, state and local representatives, etc to learn best practices and get feedback on how to make the transition to a virtual environment.

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

The feedback we received from parents, principal-administrator, and staff can be categorized into three large themes:

- (1) Prioritize safety & access: parents both want their children to be as safe as possible and have access to learning opportunities --whether remote or in person. For the most part, parents are fine with the district making decisions about when to re-open in-person learning and what safety precautions will look like when that happens. There is concern about younger students wearing masks. They do not want their children getting sick or experiencing any mental health challenges. They want their children to have access to the best learning possible, given these circumstances. In other words, they want access to the internet, computers, lessons and materials, and opportunities for rigorous learning.
- (2) Concerns about learning loss: many parents had concerns about their children falling behind. Parents want the district to do all it can to ensure students are performing at grade level. There is particular concern about younger students learning how to read.
- (3) Childcare and the ability to support young children's learning on a computer: there were many questions about how parents and caregivers would support younger students on the computer. In particular, some parents had scheduling challenges that do not allow them to be home while the teacher is giving synchronous instruction. Teachers and staff. Although some teachers appreciate the fluidity of a new

schedule, many are concerned about burnout. Particularly, teachers who work with students who are younger or who might not be independent learners in a home environment. Will teachers be required to teach during the evenings? Some teachers had concerns regarding the Canvas learning management platform, thinking it might be too confusing for both the teacher and the students. Teachers also have safety concerns about being on campus.

Students. Students had concerns about not having opportunities to connect with their peers. They also worried about whether or not they would have appropriate access to materials. Eighth graders are concerned about graduation. For the most part, students have been the most resilient with all the transitions. They are happy to reconnect to the school and are eager to do something different while at home all day.

Administrator/Principal: Linns Valley does not have a local bargaining unit or an English Language Advisory Committee.

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

The data from all stakeholder feedback influenced the Learning Continuity and Attendance Plan. The process from stakeholder input allowed our school to collect data, allow a voice from our stakeholders, and for our school to identify any possible gaps in learning that was caused by the COVID-19 pandemic.

The plan for Linns Valley includes the three large themes identified in our stakeholder process.

1. Safety and Access
2. Learning Loss
3. Childcare and support young children with technology

Safety concerns.

To address staff safety concerns. The campus is being cleaned regularly in compliance with CDC regulations. Additionally, staff are required to wear masks while working on campus with others, get temperature checks, etc. when on campus. To address parent safety concerns, when in-person school begins, the district will follow safe distancing protocols, masks, morning health checks, regular community education, and regular deep cleaning.

Peer connections. To address students having opportunities to connect with their peers, teachers are providing time for morning/afternoon meetings. This will be an opportunity for students to connect with their friends.

Literacy. To address challenges around literacy, the district will be continuing regular basic skills and common core assessments using online assessment tools. And, staff will receive regular professional development and coaching on (1) how to teach in a virtual environment, specifically using the new technology; and (2) how to measure student progress (and disaggregate for specific students); and (3) how to use this information to engage in improvement practices.

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 recognizes that students and staff have the right to a safe campus that protect their physical and psychological health and well-being. The school campus will only be open when deemed safe for in-person instruction. The decision to reopen the school campus for classes will be made in consultation with state and local health officials, and the county office of education. The district will evaluate its capacity to implement safety precautions and to conduct full or partial operations, and will consider student, parent/guardian, and community input. In the event that the district can only conduct partial operations, the district will prioritize students with significant learning loss, based on district assessments, for in-person learning.

The following are possible in-person instructional options:

All Students on Campus

Onsite instruction Monday-Friday with Friday being a minimum day.

Deep clean on Friday

In-person logistics: The district has a total of 18 students in grades Tk-8th. We will clean the buses daily before and after each use. There are currently 6 students who may ride the bus upon reopening. A core group of staff will be responsible for daily temperature checks and mask monitoring. If a temperature exceeds the limit, the student will be quarantined in a separate space and the staff will call the parent immediately. Students without masks will be provided one for the day. The district staff will draft the expectations to include safe distancing and reinforce proper hygiene practices in classroom, restroom, and cafeteria. Lunch schedules will be staggered and physical activities will be limited to activities that can be done from a safe distance. In the classroom, students will be separated and have limited to no rotations in and out of classrooms. Teachers and staff will be required to wear masks at all times. Janitorial staff will clean daily. During deep cleaning days, janitorial staff will ensure that all surfaces (including buses) are cleaned and meet state and county standards. Parents will be advised to keep their children home if they have fever, cough, sore throat, or other signs of respiratory or digestive illness. If COVID19 is traced to the school environment, the district will follow CDC and state protocols for shutdown.

Student learning and competency development: Learning will be extremely challenging during this time. At the beginning of in-person instruction, teachers will spend the first two weeks on routines in the new environment. Teachers will focus on a few key standards that are particularly important for critical thinking in math and ELA. To do this, they will leverage some of the technology tools that students have already become accustomed to (i.e. Canvas, Google Classroom, etc.). They will also reinforce the districts' instructional strategy focuses: Close Reading, Reciprocal Teaching, and Read, Draw, Write with sentence frames.

Social-emotional well being: Teachers will have regular morning (or afternoon) class meetings to provide students with opportunities to check in with each other and the teacher. Older students will be regularly surveyed with check-ins to see how they are doing. If a staff member suspects a student needs additional support, they will process a referral with Kern County Superintendent of Schools. Lastly, all students will be matched to an adult mentor (a school staff member) who is responsible for checking in on the student at least once per week.

Significant learning loss: A systematic cycle to assess (using MobyMax and Accelerated Reader) all learning loss will continue into this year. Small groups will be established for intervention. . A similar system will be established for math. With both subjects, short, progress monitoring assessments (once per week) will be given to see how students are progressing. To understand common core standards, the district will continue quarterly benchmarks MobyMax and Accelerated Reader/Math focused on the key standards teachers are teaching. If student performance falls in the “standard nearly met” or “standard not met” category, teachers will be responsible for adapting core instruction or providing supplemental support. The special education department will help intervene with instruction as needed for student support.

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

Description	Total Funds	Contributing
Hire additional janitorial for deep cleaning	\$8,320.00	No
Purchase additional supplies and/or equipment for disinfecting and cleaning	\$900.00	No
Purchase dividers and/or other equipment to ensure distancing practices	\$540.46	No
Purchase additional PPE for all students and staff	284.97	No
Hire an instructional aide to provide classroom support and tutoring for students experiencing learning loss focusing on low income students.	\$6,656.00	Yes
Provide incentives for students who meet: grade level standards focusing on low income students.	\$400.00	Yes

Description	Total Funds	Contributing
Implement an attendance initiative to increase student attendance, focusing on increasing attendance for low income students.	\$200.00	Yes
Purchase Impero to manage and support software for each student chromebook.	\$1,300.00	No
Purchase additional devices: Chromebooks and scanner.	\$5,615.25	Yes
Purchase additional technology to deliver more effective virtual instruction such as cameras and laptops.	\$1,200.00	Yes
Implement web based programs (MobyMax, Generation Genius, Accelerated Reader) with an emphasis on supporting low income students.	\$5,320.00	Yes
Purchase Canvas Platform to deliver instruction via distance learning and in-person instruction.	\$90.00	No
Purchase take home supplies for all students.	\$189.58	Yes
Install and upgrade wifi connectivity on school grounds for students to connect from parking lot.	\$582.07	No
Purchase ParentSquare providing a means of communication between parents, staff and stakeholders.	\$499.00	No
Provide materials for student learning such as : paper, toner, and copier.	\$2,569.95	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.]

The 2020-21 school year began with 100% distance learning for all students. The district plans on reevaluating before the end of September and will determine if it will implement: (1) 100% in-person learning; (2) 50/50 or (3) continue with 100% distance learning. Continuity of Instruction: The district understands that it may be difficult for students to transition in and out of distance learning. As such, the teachers will have the majority of their learning processes and protocols in the Canvas Learning Management System (LMS) and Google Classroom. This will help keep things consistent and less confusing for students and parents. In other words, even with in-person instruction, students will be utilizing and posting their work on the LMS. Furthermore, the same screening, intervention, and common core assessments will be utilized whether at a distance or in person. The majority of the district's math and ELA curriculum is online. And, the SEL (Social Emotional Learning) curriculum also has an online component. In total, the curriculum and protocols for instruction will not make any major shifts and technology will anchor both scenarios.

All students in the Linns Valley School District receive the district's core curriculum in the in-person and hybrid learning model, which is based on the state curriculum documents, including frameworks, State Academic Standards, reading and math task force reports, specific program requirement handbooks, or government reports. The following is a list of materials/textbooks considered core curriculum in the Linns Valley School District:

Math: HMH Go Math (all grades)

Language Arts: HMH Journeys (TK-5th) and HMH Collections (6th-8th)

Social Studies: Studies Weekly (TK-6th) and Glencoe (7th-8th)

Science: Pearson Prentice Hall (all grades)

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.]

Devices: The principal conducted an access and connectivity survey by contacting each district family. Information was gathered, and a drive-thru Chromebook pick up was set. Most district students were able to collect their device at the event. Families who were not able to make the event were encouraged to call the district office for special arrangements. Currently, all students TK- 8th grade have a Chromebook. If a device is broken or needs to be replaced, students can arrange to exchange the device at the school office. Connectivity: In addition, the district purchased HotSpots through Kern County Superintendent of Schools and AT&T to provide internet connectivity to each district family who does not have access to the internet. The district is covering the cost of each hotspot as well as monthly services. The list of families in need of the service was gathered through the device and connectivity access to technology survey. With the start of the school year, more families are realizing that their broadband connections are too weak and have requested and received a hotspot. Parents with issues are asked to contact the principal immediately so as not to disrupt student learning.

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.]

Overview: Teachers will track daily/weekly attendance and minutes using a weekly engagement record spreadsheet. A mark on minutes for synchronous connection (whole-class, small-group, and one-on-one / phone call) will indicate the student was present for the day. A time value will be assigned to each assignment prior to giving to students. Once an assignment is submitted, the teacher will assign the time value to that student on the same weekly engagement record. The record spreadsheet will tabulate the weekly number of minutes, ensuring grades TK-K receive 180 daily minutes minimum, grades 1-3 receive 240 minutes daily minimum and grades 4-8 receive 240 minutes daily minimum. ZOOM meetings will be scheduled as such: Tk-K-90 minutes daily, 1st Grade-90 minutes daily, (no 2nd grade students enrolled), 3rd grade 90 minutes daily, (no 4th or 5th grade students enrolled), 6th-8th grade 120 minutes daily with an addition 1 hour ZOOM with each teacher set aside for individual or small group help. Additionally, teachers will be required to make at least two phone call attempts home when students are not participating in whole-group synchronous instruction. After the two calls, teachers document their efforts and send the information to the school community coordinator. If necessary, those staff do home video calls, phone calls, or home visits to address any challenges the parents might be having. Participation: Each teacher will have a class roster spreadsheet in which they track whole-group synchronous instruction, small-group synchronous instruction, and one-on-one synchronous instruction / phone calls for each student daily. Time value of pupil work: Using the same class roster, the teacher will track time value of work for each submitted assignment.

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.]

Professional development and resources: Staff will receive professional development in the beginning of the year and at least once per month. At the beginning of the year, training content will prioritize using the LMS and other virtual tools. In the middle of the year, training content will focus on measuring and understanding the extent to which students are learning based on the online tasks they are given. This

will be coupled with training on problems of practice related to using technology. The team will engage in regular improvement cycles, collect short-term and medium-term data, and meet weekly to discuss and adapt practice.

Technological support: Staff will receive support with technology through Kern County Superintendent of Schools.

Staff Roles and Responsibilities

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

As Linns Valley begins the 2020-21 school year in a distance learning environment, staff roles and responsibilities will adapt to the new learning environment as they support student well-being, academic development, and foster student learning remotely without being able to meet with students face-to-face. As defined in SB98, section 34, distance learning provided by the Linns Valley staff will include daily live interaction (synchronous) with students and adaptive lessons for pupils with unique needs including English learners and students receiving special education services.

Maintenance and operations team: Staff will need to spend more time cleaning with different cleaning products. Staff will also need to regularly troubleshoot potential safety hazards when students return to school. Administration: Administration is working many more hours to ensure all components of school are in place. Time is spent learning technology infrastructure and software, managing new budgets and reporting, creating and following new policies and guidelines, and providing training and support to staff navigating a new learning environment. Further, staff is spending more time holding parent meetings and utilizing social media to get messages out.

Teachers and instructional support staff: Staff are maintaining the same working hours. Staff are working on campus with the option to work from home if needed to start the year. All of the work is online to start the school year and communicating more regularly with parents.

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.]

English Learners: The district does not currently have English learner students. However, if students come into the system, the teachers will incorporate designated and integrated English Language Development in their synchronous whole-group and small-group sessions. Using technology, teachers will be intentional about (1) breakout rooms for small-group conversations, (2) applying language in academic tasks and (3) using visual cues and tools to explicitly describe language.

Exceptional needs: Each IEP will guide decisions on support for students. Students needing speech support will receive services through Kern County Superintendent of Schools through online learning. If a student is unable to engage with online learning in a meaningful way, the IEP team will work (including parents) to devise a plan that best meets the student's needs. These will likely include regular one-on-one

sessions with the special educator and parent or student. The district will seek out training from the local SELPA and county office to improve online learning for students with exceptional needs. Further, the IEP team will monitor progress for each of the students with an IEP and develop solutions for in-the-moment challenges the team is noticing.

Foster care and homelessness: The district does not currently have foster care or homeless students. However, if students come into the system, the district will ensure that the social worker is case managing immediately. The social worker will maintain consistent contact with parent or guardian and teacher, serving as the primary liaison between the school and home environment.

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

Description	Total Funds	Contributing
Purchase additional devices: Chromebooks and scanner. Activity budgeted under In-Person Instructional offerings.	\$5,615.25	Yes
Purchase hotspots (AT&T) for students in need of connectivity including monthly charges, while focusing on low income students.	\$2,400.00	Yes
Purchase additional technology to deliver more effective virtual instruction such as cameras and laptops. AVG. Activity budgeted under In-Person Instructional offerings.	\$1,200.00	Yes
Install and upgrade wifi connectivity on school grounds for students to connect from parking lot. Activity budgeted under In-Person Instructional offerings.	\$582.07	No
Purchase Impero to manage and support software for each student chromebook. Activity budgeted under In-Person Instructional offerings.	\$1,300.00	No
Hire an instructional aide to provide classroom support and tutoring for students experiencing learning loss focusing on low income students. Activity budgeted under In-Person Instructional offerings.	\$6,656.00	Yes

Description	Total Funds	Contributing
Implement an attendance initiative to increase student attendance, focusing on increasing attendance for low income students. Activity budgeted under In-Person Instructional offerings.	\$200.00	Yes
Purchase take home supplies for all students. Activity budgeted under In-Person Instructional offerings.	\$189.58	Yes
Hire additional janitorial for deep cleaning. Activity budgeted under In-Person Instructional offerings. Activity budgeted under In-Person Instructional offerings.	\$8,320.00	No
Purchase Canvas Platform to deliver instruction via distance learning and n-person instruction. Activity budgeted under In-Person Instructional offerings.	\$90.00	No
Implement web based programs (MobyMax, Generation Genius, Accelerated Reader) with an emphasis on supporting low income students. Activity budgeted under In-Person Instructional offerings..	\$5,320.00	Yes
Purchase additional supplies and/or equipment for disinfecting and cleaning. Activity budgeted under In-Person Instructional offerings.	\$900.00	No
Purchase additional PPE for all students and staff. Activity budgeted under In-Person Instructional offerings..	\$284.97	No
Provide incentives for students who meet: grade level standards focusing on low income students. Activity budgeted under In-Person Instructional offerings.	\$400.00	Yes
Purchase ParentSquare providing a means of communication between parents, staff and stakeholders. Activity budgeted under In-Person Instructional offerings.	\$499.00	No

Description	Total Funds	Contributing
Provide materials for student learning such as : paper, toner, and copier. Activity budgeted under In-Person Instructional offerings.	\$2,569.95	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.]

ELA: Assigned staff will be responsible for assessing students in the beginning of the year (August), middle of the year (January), and end of the year (May) using the benchmarks embedded in the program as well as MobyMax and Accelerated Reader. The assessment tool accounts for the grade level of students and target goals adjust based on the time of year. If students fall into red or yellow categories, they will be placed in an intervention group. . The district will use MobyMax and Accelerated Reader tools to monitor progress on common core standards each trimester. MobyMax and Accelerated Reader will also provide an opportunity to assess students on key standards weekly. This information will be used to re-teach students. When needed, small groups will be formed within the classroom (using breakout rooms and instructional aides) to address specific learning needs.

Math: Assigned staff will be responsible for assessing students in the beginning of the year (August), middle of the year (January), and end of the year (May) using the benchmarks embedded in the program as well as MobyMax and Accelerated Reader/Math. The assessment tool accounts for the grade level of students and target goals adjust based on the time of year. If students fall into red or yellow categories, they will be placed in an intervention group. The district will use MobyMax and Accelerated Reader/Math tools to monitor progress on common core standards each trimester. MobyMax and Accelerated Reader/Math will also provide an opportunity to assess students on key standards weekly. This information will be used to re-teach students. When needed, small groups will be formed within the classroom (using breakout rooms and instructional aides) to address specific learning needs.

ELD: New students identifying as English Learners will be assessed using the ELPAC. English Learners will have opportunities for extra one-on-one or small group instruction with the assigned teacher. Instruction to mitigate learning loss will be driven by the results of assessments and teacher observations.

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.]

Key instructional strategies: Based on two concrete problems of practice in ELA and math, the district will implement the three key teaching and learning strategies: Close Reading (6-8th), Reciprocal teaching (TK-5), & Read, Draw, Write with sentence frames (TK-8). These strategies will be closely monitored and studied throughout the year. They will be a focus during professional development. These strategies will address critical thinking skills in ELA including: how to analyze and interpret text, identify key concepts and ideas, and summarize and/or present the author's perspective. In math, these strategies address the following: how to read/listen to math problems and solve with a conceptual understanding and how to communicate mathematical thinking with visual representations and writing or verbal expression. One-on-one and small group: There will be structured time for reading and math intervention in which students are separated into different skill level groups and given a curriculum that matches that level. One-on-one and small group instruction will be important to give students the opportunity to ask questions in a smaller video setting. Moreover, students will have opportunities for small breakout rooms. This will give more students the opportunity to practice language and collaborate on their learning. Some teachers and aides will also have flex hours to support students with classwork or homework via zoom (or support parents with the assignments). For our low-income students, Linns Valley will modify strategies for learning loss by prioritizing intervention and providing additional learning time with our flex hours.

The district does not currently have students that are English learners, experiencing homelessness or in the foster care system. However, if they do, the social worker will be the main point of contact and liaison between the teacher and the home environment. Certificated staff will also increase the amount of services if needed by prioritizing intervention for all Foster, English Learner, homeless, and or pupils with exceptional 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.]

Basic literacy and math skills: The district will rely on longitudinal data from benchmarks, MobyMax, and Accelerated Reader assessments to understand the extent of pupil learning loss. More specifically, the district will return to beginning of year data from 2019 and 2018 to understand how significant the gap is between those years and the new baseline year (2020). The same will be done for middle/end-of-year assessment scores. With this information, the leadership team will establish target goals for the district AND students in grades 2-8. If assessments demonstrate students are not progressing from their baseline, the district's leadership team will convene to re-examine plans and troubleshoot any high-leverage problems of practice. Additionally, the team will examine this data and make adjustments to instruction accordingly.

Common core literacy and math skills: The district will adopt the same process listed above to understand common core literacy and math skills; however, staff will utilize the MobyMax and Accelerated Reader/Math tool to understand student progress.

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

Description	Total Funds	Contributing
Implement web based programs (MobyMax, Generation Genius, Accelerated Reader) with an emphasis on supporting low income students. Activity budgeted under In-Person Instructional offerings.	\$5,320.00	Yes
Hire an instructional aide to provide classroom support and tutoring for students experiencing learning loss. Activity budgeted under In-Person Instructional offerings.	\$6,656.00	Yes
Purchase additional devices: Chromebooks and scanner. Activity budgeted under In-Person Instructional offerings. Activity budgeted under In-Person Instructional offerings.	\$5,615.25	Yes
Purchase additional technology to deliver more effective virtual instruction (cameras, laptops) Activity budgeted under In-Person Instructional offerings.	\$1,200.00	Yes
Purchase Impero to manage and support software for each student chromebook and PC. Activity budgeted under In-Person Instructional offerings.	\$1,300.00	No
Implement an attendance initiative to increase student attendance, focusing on increasing attendance for low income students. Activity budgeted under In-Person Instructional offerings.	\$200.00	Yes
Purchase take home supplies for all students. Activity budgeted under In-Person Instructional offerings.	\$189.58	Yes
Purchase additional supplies and/or equipment for disinfecting and cleaning. Activity budgeted under In-Person Instructional offerings..	\$900.00	No
Purchase Canvas Platform to deliver instruction via distance learning and in-person instruction. Activity budgeted under In-Person Instructional offerings.	\$90.00	No

Description	Total Funds	Contributing
Install and upgrade wifi connectivity on school grounds for students to connect from parking lot. Activity budgeted under In-Person Instructional offerings.	\$582.07	No
Purchase additional PPE for all students and staff. Activity budgeted under In-Person Instructional offerings.	284.97	No
Provide incentives for students who meet: grade level standards focusing on low income students. Activity budgeted under In-Person Instructional offerings.	\$400.00	Yes
Purchase ParentSquare providing a means of communication between parents, staff and stakeholders. Activity budgeted under In-Person Instructional offerings.	\$499.00	No
Hire additional janitorial for deep cleaning. Activity budgeted under In-Person Instructional offerings.	\$8,320.00	No
Provide materials for student learning such as : paper, toner, and copier. Activity budgeted under In-Person Instructional offerings.	\$2,569.95	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.]

Linns Valley School has utilized the resources provided by KCSOS to develop a Mental Health and Well-Being Plan. Staff will be trained, using the “Stronger Together Guidebook” on recognizing changes in students, staff and parent behavior due to strains placed on them because of COVID-19 and distance learning. The plan includes resources for parents and staff to utilize to address trauma and other impacts of COVID-19 on the school community. Linns Valley School will monitor staff, student and parent well-being based on screenings provided in the “Stronger Together Guidebook” and resources and guidance will be provided. Each day teachers will take at least 15 minutes to have a daily meeting with their students. In this meeting, teachers can do one or more of the following: (1) check in on how students are doing; (2) review prosocial behavior expectations; (3) teach an SEL skill and/or provided through CANVAS (4) have a classroom community conversation about what is happening in our world.

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.]

Pupil engagement and outreach: Teachers will track daily/weekly attendance and minutes using a weekly engagement record spreadsheet. A mark on minutes for synchronous connection (whole-class, small-group, and one-on-one / phone call) will indicate the student was present for the day. A time value will be assigned to each assignment. Once an assignment is submitted, the teacher will assign the time value to that student on the same weekly engagement record. The record keeping will indicate the weekly number of minutes, ensuring grades TK-K receive 180 daily minutes minimum, 1-3 receive 230 daily minutes minimum and grades 4-8 receive 240 daily minutes minimum. Additionally, teachers will be required to make at least two phone call attempts home when students are not participating in whole-group synchronous instruction. After the two calls, teachers document their efforts and send the information to the office secretary where an additional attempt to contact the parent will take place. If necessary, the staff will do home video calls, phone calls, or home visits to address any challenges the parents might be having.

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 currently follows the National School Lunch Program guidelines.

In-person: When students are participating in in-person instruction, the school offers lunches daily. When weather conditions permit, students will eat outdoors. When eating indoors, students will eat in the classrooms practicing social distancing.

Distance learning: When participating in distance learning, the district will provide lunches that families can pick up as a drive-through service on school campus. Meals will be prepared at the Wasco Elementary School District and transported in cambros to our campus for distribution. Grab-and-go meals will be distributed from 12:00 noon to 12:30 each Monday where children will receive meals for Monday-Friday.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	No

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
10.34%	\$12,094

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.]

All students may encounter some of the actions and services offered in this plan. Each activity that does this is marked accordingly. However, at the genesis, it should be clear that each action was developed by stakeholders to increase and/or improve services to enhance learning outcomes for students of unduplicated subgroups. The \$12,094 apportionment outlined within this document enabled the district to build a solid foundation of increased service and support for its unduplicated subgroups. Every expense outlined in this plan is rooted in expanding and improving supports to unduplicated subgroups. Every action of this plan strengthens these pillars of support to unduplicated student subgroups:

How actions are expected to result in required proportional increase/improvement in services for unduplicated pupils:

- Quality (improve) :

Access to technology for distance learning and technical support to keep it working

Support to families without home internet connectivity

Enhanced health and protection from COVID-19

Extended access to social-emotional support

Training for teachers to provide instruction in a distance learning (and hybrid) environment

Equitable access to core curriculum

Development of engaging and relevant online curriculum and lessons

Engaging and motivating students with the greatest needs during the COVID-19 pandemic and all the connected uncertainties

- Quantity (increase) :

Outreach to unduplicated families to support student learning and available supports

Support staff to reengage unduplicated students that choose not to participate in distance learning

Increased assistance to English Learners and their families in their home language are available

Learning loss mitigation targeted to unduplicated pupils

Providing a paraprofessional for each classroom allowing the teacher to address learning loss targeting unduplicated pupils

In determining the most effective use of COVID funds, federal funds, supplemental and concentration funds, the following information was considered:

- Review of survey results from stakeholder groups
- Review of one-on-one feedback from parents, staff, students, and community members
- Review of local assessments of student groups to identify which student groups need additional support
- Current local and state metrics with actions and services in place
- History of success with actions and service in district program
- Refinement of district programs to improve services to students
- Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified unduplicated students.

We believe these actions are effective in meeting the goals for these student groups as they provide the additional resources needed to support our most at-risk students. Using engagement and local assessments as a measurement, we will be able to see the progress students made during the 2nd trimester. After we review the data, we will reevaluate the actions and services that support these student groups and adjust accordingly.

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

The COVID-19 pandemic impact has altered every aspect of the standard delivery of instruction and services in the Linns Valley School District. Stakeholders recognize the district's most impacted subgroups as a priority for increased and enhanced services. Students with Disabilities, low-income students, English Learners, and Homeless and Foster Students, are the most vulnerable to falling behind academically due to the current distance learning and hybrid teaching environments. As such, the stakeholders have prioritized funding outlined throughout this document to prioritize these unique student subgroups to ensure equity to enhanced services and supports across

the district. As an example, with roughly 56% of students in the Linns Valley-Poso Flat School District counted as socioeconomically disadvantaged, the district continues to build instructional models and supports for students through that lens. The actions listed above show how we have increased and improved services for our most vulnerable student groups. This includes Technology Access and Support, Learning Loss Mitigation, Mental Health Services and Support, Nutritional Services, and Pupil and Family Engagement and Outreach.

The District will allocate 100% of our increased apportionment to implement services to support increased services in the following areas: Technology Access and Support, Learning Loss Mitigation, Mental Health Services and Support, Nutritional Services, and Pupil and Family Engagement and Outreach.