



# 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>.

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## General Information

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

The Grass Valley School District (GVSD) serves approximately 1300 students, PreKindergarten through grade Eight (8) at three school sites (two K-4 campuses and one 5-8 campus). The district also has a Kindergarten through grade Eight (8) Expeditionary Learning Charter School of approximately 500 students which is responsible for developing its own Learning Continuity Plan (LCP).

The COVID-19 pandemic has had a significant impact on our district, school sites, as well as our instructional model of support. On March 16th 2020, our school district transitioned from in-person instruction to distance learning instruction due to the COVID-19 pandemic and California's stay-in-place orders. District staff did the best they could to provide crisis instruction at that time however our district programs were impacted by this transition with little to no preparation or warning. We maintained essential support and instructional services throughout the end of the 2019-2020 school year however we also learned a great deal about teaching in an online format. In July 2020, the Grass Valley School District Board of Trustees approved a 3-phase approach to providing instructional services for the 2020-2021 school year. Phase-1 is Online Learning, Phase-2 is Hybrid Learning, and Phase-3 is Traditional School with additional safety and health protocols. We resumed school for the 2020-2021 school year in August with a firm commitment and focus providing high quality learning opportunities for all of our students. We started the 2020-2021 school year in Phase-1 online learning and we will continue serving students in this way until we have the necessary protocols and conditions to open our district into a Hybrid or Traditional School in-person format. We continue to offer high levels of support and connection with our students, families and community. Our talented and well-trained staff continue to remain flexible, supportive and focused on the academic and social emotional learning needs of our students.

# Stakeholder Engagement

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

The Grass Valley School District (GVSD) created and distributed numerous communications to ensure our stakeholders are updated and able to provide feedback regarding our district's support throughout the COVID-19 pandemic. We also developed and placed a new COVID-19 icon on our district website so we can host critical communications and outreach. We have organized all of our communications and resources in chronological order to assist with accuracy and transparency. We continue to provide regular updates to all stakeholders including our parents, staff, students, and community.

- Initial MOU work with our CSEA classified staff regarding distance learning was completed in May 2020. This MOU goes through December 31st, 2020 and primarily covers details for online learning.
- Specific staff input was collected in May during the 2019-2020 school year to gather input to help us with designing our district instructional model for the 2020-2021 school year. These meetings were hosted by school site leaders and notes and summary information was provided to the district office.
- Parent and Community input was collected in May via a district survey.
- Parent and Community input was collected again in July to inform the development of a Community Forum. A Parent and Community Forum was held on July 29th. At this forum all questions submitted before the meeting as well as questions submitted during the meeting were answered.
- Initial MOU work with our certificated staff was completed on August 8th. This MOU goes through July 31st, 2021 and it primarily covers the details for online learning.
- Additional MOU work with our certificated staff is being scheduled for early September to finalize some additional details of our Phase-2 and 3 instructional program for the 2020-2021 school year.
- MOU work with our CSEA classified staff regarding in-person instruction was completed on 9/1/2020.

The COVID-19 pandemic has significantly increased participation from all stakeholders this year especially via digital means. Our surveys, board meetings, and the community forums have provided key input and guidance for our district. A survey to gather formal input for our LCP was sent out on Thursday, August 27th and it closed on Thursday, September 3rd. In total, our survey received over 330 unique responses and it has served as a critical guide to ensure we are providing the supports that are needed.

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

All Board of Trustee meetings are being held via digital means using Zoom or Webex with time for public comment throughout the meeting. Public comments during agenda items and for public hearings are allowed and documented in all Board minutes. In addition, multiple parent communications and input have been solicited. We conducted a parent forum to review the start of the school year plans on July 29th in

English and we repeated it in for Spanish speaking families on August 6th. We solicited questions before the presentation to ensure our content was meeting the needs of our community. We have experienced a large increase in overall parent participation and engagement at our board meetings and events. Our recent community forums included participation from over 135 families while one of our August board meetings included over 230 participants. Our district values the engagement of our community and we intend to continue to offer online and teleconferencing options for Board meetings to support engagement.

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

GVSD Parent/Community Forum - Feedback provided on July 29th, 2020 and GVSD Parent/Community Forum (Spanish) - Parents support our school district with opening in-person instruction as soon as it is safe. Much of this forum was spent reviewing the state and public health guidelines as well as the background on our district's decision to create a 3-Phase approach to teaching and learning for the 2020-2021 school year. From parents at this forum, we learned that they are eager to send their students to school for in-person or hybrid format instruction. Over 60% of respondents reporting this instructional format. They also showed understanding regarding the numerous safety protocols and logistics that our district needs to take care of before we can transition to this format. They have appreciated the district communication of multiple instructional formats this school year and they want to ensure their children are receiving high quality instructional support. They were not pleased with the crisis instruction received at the end of the 2019-2020 school year and they want better engagement and outreach this time.

A survey to gather formal input for our LCP was sent out on Thursday, August 27th and it closed on Thursday, September 3rd. Below is a summary of the feedback by reporting group.

#### LCP Survey - Parent Feedback

17% of parents strongly agreed that their child has experienced learning loss and 29% agreed that their child had experienced learning loss. Combined, these number represent 46% or nearly half of our families reporting a concern with learning loss.

Additional responses to this suggest that parents want in-person and small group support sessions to be set up to support their children.

0% of students reported that we do not have enough support systems in place while 40% were neutral and 60% felt that we do have enough interventions and supports.

52% of parents reported that students are struggling with our current online learning program while 49% report they are not. When asked for more information on this, most parents report that students are uninterested or distracted during online sessions.

86% of parents report they have enough wireless connectivity at their homes.

68% of parents report that their child's school engages and motivates their children.

12% of parents feel they need additional mental health outreach

73% of parents report that they are receiving adequate communication from their child's school

#### LCP Survey - Student Feedback

While very few students (6) completed our survey, we feel it is important to report what was provided.

33% of students report that they experienced learning loss.

0% of students reported that we do not have enough support systems in place with the majority 60% reporting that we do have enough interventions and supports and 40% reporting this as neutral.

67% of students reported that they are struggling with our current online learning program while 33% report they are not. When asked for more information on this, most students report that students are uninterested or distracted or have had technology issues during online sessions.

67% of students report they have enough wireless connectivity at their homes.

100% of students report that their school engages and motivates them children.

0% of students feel they need additional mental health outreach

100% of students report that they are receiving adequate communication from their school

#### LCP Survey - Staff Feedback

93% of staff have reported that their job has been directly impacted by COVID-19 and they provided great input for additional professional development and support that they would like to see to assist them.

67% of staff reported that they feel our students have enough technology access but report that additional tutoring sessions, small group assessments, and targeted support in a safe environment would benefit them and our students greatly.

#### LCP Survey - Community Feedback

With just 1 community member reporting feedback, the input from our community did not provide any profound trends. The feedback we did receive reiterated how hard our staff are working and that continued engagement and outreach to our students is critical.

Our survey also allowed us to disaggregate responses from families of English Learners, Foster Youth, and Homeless and it allowed us to capture specific email information so we could outreach to families who reported that they needed more mental health, counseling or technology services. We will be using this format to continue to structure our engagement and outreach efforts.

The Bell Hill Academy School Site Council did meet in August however our Lyman Gilmore and Margaret G. Scotten school site councils have not met yet this year. With numerous transitions and impacts including COVID-19, a local fire, power outages, and major construction at several of our district school sites, we have been focusing all of our efforts on our students and our digital outreach sessions and surveys.

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

Stakeholder input showed us a direct need for the following supports and services;

- Clear systems of intervention and outreach. (We are developing dedicated intervention times in our site master schedules)
- Clear systems to measure and support student engagement. (We have developed and are implementing district and school site support and monitoring structures to support our students and families)
- Clear cleaning systems, trainings and necessary supplies of PPE for students and staff.
- Additional Chromebook and computer access. (We have ordered over 900 devices to support students and staff)
- Better wifi and internet access. (We have purchased and deployed over 150 wifi hotspots and will continue to offer these for families in need)

- Professional development and training. (We have worked in sync to support county trainings and have created in-district trainings to support our staff)

## 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 Grass Valley School District gathered input from all stakeholders to develop our learning model for the 2020-2021 school year. After much research, outreach and discussion we realized that we needed to be prepared to deliver instruction in a multiple formats for this school year. Therefore, in July 2020 the Grass Valley Board of Trustees approved a 3-Phase approach to providing instruction. Phase-1 Online learning, Phase-2 Hybrid Learning, and Phase-3 Traditional Learning with safety protocols in place. We chose to begin the first six weeks of the 2020-2021 school year in Online learning because we did not feel our site programs and processes were ready for the additional safety requirements necessary to offer in-person instruction for all students. We also agreed to revisit this decision at a district Board meeting in September to decide when we would be ready to transition to a different phase. We plan to move between our 3-Phase plan through Board action based on the readiness of our school sites, the COVID-19 data and status of our County and State monitoring systems.

To prepare for Hybrid instruction the following steps will be taken:

- We will solicit parent feedback to learn which students we should place in online instruction regardless of our in-person programs.
- Classroom rosters will be broken into 3 cohorts; Cohort A (last names A-L) Cohort B (last names M-Z) and Cohort C (students working only online)
- Students at all sites will report to school by cohort.
- We will solicit additional parent feedback to learn which students need transportation services. We anticipate holding a lottery drawing if we have more interest than space available on our buses.
- We will further analyze our district care program to see if we can allow any additional capacity for staff or community children/students.

The Hybrid Schedule at all 3 district school sites will include the following;

- Monday and Tuesday - cohort "A" on campus (students with last names A-L) and cohort "B" and "C" will receive support via online education.
- Wednesday - deep cleaning on our campuses with all cohorts receiving online education. Cohorts "A", "B", and "C" will receive support via online education.

- Thursday and Friday - cohort "B" (students with last names M-Z): 8:20-2:40, and cohort "A" and "C" will receive support via online education.

**Structure/Expectations of Hybrid Learning:**

- Students will be in instructional cohorts with most of the movement into classes being by teachers.
- Students will report in-person for classroom instruction with their assigned teacher 2 days each week. (Monday/Tuesday or Thursday/Friday) while families that opt for online learning only will receive online learning support 5 days per week.
- Included with the on-campus learning, students will also receive online learning instruction and assignments to complete at home to meet the required number total minutes.
- Every Wednesday, students will be provided online learning with no instruction on campus with the exception of some Special Education services or 1-1 or small group tier II or III support.
- All students will be fully accountable for assigned work, regardless if assigned through paper/pencil, online or in person.
- In order to be counted present for attendance, all students must appear live daily either in person or during a designated online learning sessions with their teacher. Student participation will also be measured through the completion of their assigned work.
- Regular grades and report cards will be completed each trimester as specified on the Board approved school calendar.
- Lunches are being provided for the full week on Mondays during online learning and for families who continue with online learning for the school year. Lunch services will be adapted to support our the in person cohort A and B instruction as well.
- Students may be assigned additional physical education activity time to complete at home with a log to be turned into teachers at their on-campus instructional time.
- All students that attend school on campus will be required to adhere to the Nevada County Public Health Guidelines and GVSD Safety Protocols. Students will be educated about hand washing, general hygiene, social distancing, and proper use of face coverings.

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

Description	Total Funds	Contributing
GVSD received PPE supplies at no cost from state resources however we will also purchase additional Personal Protective Equipment (PEE) and additional sanitation materials to support the health and safety of our students and staff.	\$150,000	No
GVSD will purchase additional instructional supplies to support distance learning, hybrid and traditional learning formats	\$50,000	Yes
GVSD will purchase additional devices to support 1 to 1 instruction.	\$250,000	Yes

Description	Total Funds	Contributing
Additional staff time to facilitate health and safety services including contract tracing.	50,000	No
Additional staff professional development to support in-person and hybrid learning including support for academic and social emotional learning will be provided.	80,000	Yes
GVSD will purchase and replace outdated furniture or equipment to improve safety and sanitation.	500,000	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.]

Online Learning has been drastically overhauled and improved from the crisis response services provided during the 2019-2020 school year. The fundamental difference is that staff were not provided notice or training to transition to online learning during the 2019-2020 school year and we have provided additional training, resources, and support to ensure the success of 3-Phase learning programs during the 2020-2021 school year.

#### Structure/Expectations of Online Learning:

- Five (5) days a week, students will have live interactions with their teacher and peers
- Instruction will be provided via live directed instruction (synchronous), pre-recorded instruction (asynchronous), and independent work. This is based on the required instructional minutes listed below.

TK-K 180 Minutes

1-3 230 Minutes

#### 4-8 240 Minutes

- Teachers will note attendance through student's daily participation in live interaction sessions and daily meetings in Google Meets or Zoom as well as student work completion. Teachers will take final attendance and it will be submitted on daily basis prior to the end of the school day .
- Online learning will include assessments, graded classwork, and feedback for all students.
- Traditional grading will occur to maintain equivalent levels of accountability.
- Content shall be aligned with grade-level standards and be provided in a level of quality that is equivalent to in-person instruction.
- Attendance will be taken daily. In order to be counted present for attendance, all students must appear live during a designated Google Meet or Zoom session with their teacher and other students as well as complete assigned work.
- Students and families will be provided access to the technology and wifi to support online learning.
- To the greatest extent possible, site administrators will work with staff to provide schedules that will allow multi-grade level families to execute online learning.
- GVSD has adopted Google Classroom as the learning management system for online learning.
- Recording Lessons will be allowed as long as all identifiable student information is not included.
- Instructional resources will be linked directly to Google Classroom.
- Paper/hard copy materials will be provided when appropriate and necessary due to the grade level or family needs

#### Hardware and Support:

- GVSD has purchased additional Chromebooks for students and we are currently waiting for shipment. There is a high supply demand and we are hopeful that we will get them soon. Touchscreen Chromebooks for teachers will give them better tools to create lesson content.
- GVSD understands that in order to establish an effective online instructional program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. GVSD teachers and special education paraprofessionals were provided training in multiple formats on Google suite products with an emphasis on Google Classroom.
- GVSD is offering staff additional technology hardware based on their requests to ensure they have the tools they need. Optional items include items such as; headphones, document cameras, chargers, remote drives, and adapters.
- Throughout the 2020/2021 school year, GVSD will continue offering group and individualized professional learning opportunities across the full range of educational resources.

## 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.]

In March 2020 when nationwide concerns for public health made it necessary to transition to a distance learning model, GVSD administrators and teachers began assessing the home device and connectivity needs of students. In some instances, the family indicated the student would be using a personal device and home internet account and would not need to borrow from the school; however, the majority of our families have been assigned a district device for the 2020/2021 school year. The GVSD technology department has assisted school sites



with distribution of devices and hotspots. Drive through distribution centers were organized at school sites with a variety of operating times to ensure we could best serve families.

Districtwide our focus during the first two weeks of the school year was to connect with families to ensure they had the tools they needed to support online instruction. Surveys were used as well as small group and individual meetings to connect with families across the district. Additional devices have been purchased to ensure access to up to date technology tools for our students. Utilizing technology, teachers will provide instruction in a synchronous (real-time) or asynchronous (recorded) fashion. Students will bring their GVSD assigned Chromebook to school on their in-person instructional days in order to ensure access to all digitally assigned classwork while also minimizing the use of shared equipment.

## **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.]

GVSD has established an online electronic attendance process that all teachers will use to document student daily attendance using our district illuminate Learning Management System as well as a district engagement form via Google Sheets. Student attendance and participation will be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Google Classroom provide some additional data documenting assignment completions, and course completions.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course contracts or course pacing plans that clarify and calibrate assignment completion and credits earned within the course description.

Traditional common assessments will be given to GVSD students within designated assessment time periods throughout the school year. A plan will be developed and implemented for increased teacher and administrator accessibility to student assessment results which will allow teams to analyze both individual and collective outcome data.

Weekly collaboration and PLC times are provided to support staff with reviewing and analyzing data, as well as planing for improved student outcomes.

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed This individualized approach to instruction is designed to support student mastery of grade level expectations with the necessary academic content knowledge and skills to progress to the next grade level.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher/parent conference or a more formal Student Success Team meeting (SST). Once these interventions are identified and set up, the SST process will monitor the effectiveness of the intervention via data collection. Student supports can include help

from tutors, referral to a counselor, school nurse, program specialist or administrators. Supports will be individualized to meet the needs of our students.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

## **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.]

We were able to provide professional development support for our certificated staff before the school year as well as ongoing job-embedded support through staff collaboration and assistance. We partnered with our county office of education to encourage staff to attend any or all of the three online Google Suite trainings offered to staff on August 11th, 12th, and 13th. We also worked with an outside presenter to offer Google Classroom and Google Meeting trainings for certificated staff via a three-part series. Staff were able to self select the level of support they felt like they needed and they were offered payment at the certificated contract rate for attending and applying the knowledge they developed. These trainings have been well attended with more than half of our teachers attending and providing positive feedback. Our teachers and staff are very dedicated to our students and have done an excellent job applying their new learning and trying new instructional techniques to ensure high levels of engagement and support for our students. We will continue to work with our staff and will solicit ongoing feedback to ensure we are providing the essential tools, trainings and support to support their work with our students.

## **Staff Roles and Responsibilities**

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

The impact of COVID-19 on the GVSD instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative offices. Our district nurse Robyn Ettl, has been an important leader who has ensured and supported our district services while monitoring and supporting all health guidance, guidelines, and practices.

Clear points of contact for COVID-19 concerns have been identified at each site: District office: Andrew Withers, superintendent; Heather Graham, principal Bell Hill Academy; Ashley Vette, principal Margaret G. Scotten; Lisa Lawell, principal Lyman Gilmore; Carol Viola, director of child development. Direct assistance for this work is provided by school and district front office staff.

To track symptoms and protocols and follow up with students/families: site front office staff and district office staff will be used.

Teachers and instructional support staff are spending more time reaching out to students and families to ensure engagement and are making themselves available throughout their professional day to respond to students.

## 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.]

GVSD is committed to supporting English learners (EL) during Distance Education by providing virtual instruction that utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to virtual instruction, designated ELD curriculum is offered through Google Classroom using our adopted Houghton Mifflin Journeys (grades K-5), to ensure accessibility by all teachers and students. Integrated ELD is offered across all subject areas with the use of language development strategies. To ensure EL students are showing growth in the area of reading and communication, regularly scheduled assessments will be conducted to allow teachers to remotely monitor student progress and identify areas for improvement and further support. To support reclassification of students who were unable to complete testing in 2019–2020 due to the suspension of testing, GVSD will conduct assessment utilizing the 2019–2020 Summative ELPAC within the extended timeline where appropriate. Staff also use remote access to student databases to track the academic progress of ELs and provide support prior to them failing a course.

For students with exceptional needs (students with disabilities) will be served and supported across the full continuum of placements. The Grass Valley School District has ensured that students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary. Students with exceptional needs in our district and site programs range from students identified with mild to significant disabilities, including students identified as medically fragile. Students will be served and supported regardless of the learning format we are in.

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

Description	Total Funds	Contributing
GVSD will provide professional development to staff to support online learning.	20,000	Yes
GVSD will purchase wifi hotspots to ensure access to the distance learning resources we develop	30.000	Yes

## Pupil Learning Loss

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

The GVSD recognizes that academic learning loss has taken place for many students as a result of the emergency distance learning initiated in March 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, we are implementing school programs to ensure assessments and interventions in the critical areas of Reading, Language, Mathematics, and Social Emotional Health that will support our students across all grade level and subject areas.

The plan to address learning loss will include the expansion and utilization of the Renaissance Star Reading® assessment program, AIMSweb, and IXL Personalized Learning platform. The benefit of using these advanced diagnostic tools and learning platforms means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work toward the shared goal of student achievement. With these tools teachers are able to pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement.

The Renaissance Star Reading® program will allow teachers to monitor student learning and progress for in-person, remote, and hybrid instruction. "This comprehensive reading assessment gives teachers and school teams the information they need to ensure your students make continued progress in all areas of literacy." (<https://www.renaissance.com/products/star-reading/>) This program will be used for universal screening, progress monitoring, goal setting, and continued evaluation of pupil learning loss in the area of reading.

For students who need additional reading intervention or whom demonstrate learning loss that requires supplemental reading instruction in the elementary grades the Lexia Core5® Reading program will be expanded and utilized. "Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Lexia's platform engages and motivates students in a game-like environment, provides progress-monitoring student data without a test, and is accessible via iPad, Chromebook, or browser." (<https://www.lexialearning.com/products/core5>)

The IXL Personalized Learning Platform will be used to assess and support pupil learning in the areas of math and language arts. "Using insights from the Real-Time Diagnostic, IXL creates a personalized action plan for each student. With these recommended skills, teachers have a simple way to differentiate instruction, fill individual knowledge gaps, and facilitate meaningful progress." (<https://www.ixl.com/>) Small group intervention will be provided through a structured intervention program with a designated teacher for students who require Tier II interventions.

District created common assessments will also be used at each grade level to ensure all students are making progress towards all California State Standards and district agreed upon essential learning standards for each grade.

GVSD's plan for the 2020-21 school year will include a standardized assessment time frame, thus increasing the percentage of students who are administered common assessments and provided interventions per their results. Assessment results will then be entered into a learning

management system to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs.

Teachers and staff in the Special Education Services division participate in planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

## **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this, designated ELD and curriculum are offered via: Google Classroom, McGraw Hill StudySync (grades 6-8) and Houghton Mifflin Journeys (grades K-5). Ongoing assessments are also used to support EL students that are showing growth to identify areas for improvement and further support. To support reclassification of students who were unable to complete testing in 2019–2020 due to the suspension of testing, GVSD will conduct assessment utilizing the 2019–2020 Summative ELPAC within the extended timeline where appropriate. Staff also use remote access to student databases to track the academic progress of ELs and provide support prior to them failing a course. Additional 1-on-1 or small group instructional sessions may be scheduled virtually or in person to ensure that EL students are making consistent progress and that learning loss is mitigated to the maximum extent possible.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources.

Support for all students with an emphasis on our homeless and foster youth will continue through coordination with our district counseling staff, site administration, teachers, and instructional support staff. We will monitor and track student needs to ensure that foster youth complete all assessments to determine learning needs and recommend appropriate supports.

Like all students, students with disabilities can experience regression if instruction is not consistent and comprehensive. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. To ensure the most appropriate actions and strategies will be used to address learning loss and accelerate learning progress for pupils with disabilities, GVSD special education teachers will continue to be supported with the training, materials, and tools to best support our students.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance,

communication barriers, and lack of internet access. To address these issues, school administrators will work closely with teachers and counselors to identify, reach out to, and support any students who are not attending remote or in-person learning sessions, logging into their Google Classroom accounts, or submitting assignments regularly. Identified students may attend additional in-person or virtual instructional sessions with school staff to reduce learning loss. Under the direction of teachers, instructional aide staff may assess students, support progress towards academic goals, and provide instructional support designed to recover lost skills and prevent further learning loss.

## 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.]

Common assessments will be given to students within the designated assessment time periods throughout the school year. A plan will be developed and implemented for increased teacher and administrator accessibility to student assessment results which will allow teams to analyze both individual and collective outcome data. Ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is designed to support student mastery of grade level expectations with the necessary academic content knowledge and skills to progress to the next grade level.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher/parent conference or a more formal Student Success Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention via data collection (for example, meetings with an intervention teacher, or assignment to a tutoring group). Student supports can include help from tutors, referral to a counselor, school nurse, program specialist or administrators. Supports will be individualized to meet the needs of the student.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
GVSD will develop care and after hours intervention processes to mitigate learning loss.	375,000	Yes

## Mental Health and Social and Emotional Well-Being

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

GVSD district and site teams continue to focus our efforts and needs on our students. As a district we do our best to ensure that we are incorporating mental health support and services during the school day and that we refer families that need multiple layers of support to the appropriate county resources. We organized the first two weeks of our school year to prioritize small group and 1x1 virtual meetings with families and teachers. We know that relationships matter and we acknowledge and value the personalize work that happens between our staff, students, and families. We support teachers through access to resources such as Love and Logic, Growth Mindset, and Positive Behavior Intervention Supports. Students are monitored through our Student Success Team process, the Special Multi Agency Resource Team (SMART), Behavioral Health, as well as with school psychologist assistance. The changing environment of the COVID-19 pandemic has increased the fears and anxiety of many of our students, families and staff and we will ensure we are available to provide the necessary assistance.

- Supports include calls home by staff to connect and engage
- Increased outreach, including virtual meetings from our school support staff and other mental health providers
- Outreach and support for families who are experiencing trauma impacting their child's participation in learning
- Use of site Student Success Teams to encourage early intervention for students
- Increased awareness and referrals to community agencies that support students and adults, including Child & Family Services.

## 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.]

Student Re-Engagement Plan - Procedures for Tiered Reengagement strategies for students who miss more than three school days OR 60 percent of the instructional days in a school week.

- District and School Site Leadership communication to families regarding clear expectations about the attendance processes during the 2020-2021 School Year routines, attendance & grading
- Teacher communicates to students regarding clear expectations & training during first 10 days about routines, attendance & grading
- Daily Morning Meeting/Check-In with students provided by teachers
- Teachers provide "live" instruction, interaction and feedback provided to students as they engage in learning online activities, assessments and assignments.
- Teachers provide regular communication to students and families provided on an on-going basis through virtual office hours, Illuminate documentation and cite communication, phone/email communication with families

#### Tier 1

- Teacher/Staff contacts student and family; if no answer we leave a voice message with a call back number, email the family, email the student
- Documentation in Illuminate is recorded under Student Comment with the subject Tier I and notations are made on the attendance and engagement form
- Attendance clerk staff reaches out to the family to offer support. Additional documentation is noted in illuminate.

#### Tier 2

- Teacher/Staff contacts student and family; if no answer we leave a voice message with a call back number, email the family, email the student
- Counselor contacts the family and student
- Documentation in Illuminate is recorded under Student Comment with the subject Tier I and notations are made on the attendance and engagement form
- Attendance clerk staff reaches out to the family to offer support. Additional documentation is noted in illuminate.

#### Tier 3

- Teacher/Staff contacts family; if no answer we leave a voice message with a call back number, email the family, email the student
- Counselor meets with the student/family
- Support including tutoring or 1x1 is offered to address learning loss
- Site administration contacts the family
- Interventions are developed through the SST process
- Documentation in Illuminate is recorded under Student Comment with the subject Tier I and notations are made on the attendance and engagement form
- Attendance clerk staff reaches out to the family to offer support. Additional documentation is noted in illuminate.



# 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 Grass Valley School District runs their own food service program which includes additional services and support for other school districts in our region. Our Food & Nutrition Services program provides an ongoing opportunity for families to receive nutritional breakfasts and lunches during weekdays. We manage a central kitchen that we use to prepare variety of lunch options for families. Qualified students are able to access these resources with low to no cost. We have also taken advantage of the additional federal flexibility and support to provide free meals during the summer of 2020 and we resumed offering free meals for all when the state legislation changed on the afternoon of August 31st. We have surveyed our families to ensure that our services are aligned to their needs and we are committed to ensuring that our students and families have access to meals through through a weekly pick up program. We will be adjusting this to daily onsite for students when we enter the Hybrid or Traditional learning phases.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional mental health and social emotional services.	50,000	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
21.43%	2,109,359

## 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.]

Our district and school site teams utilize our student information system along with our district MTSS intervention services to outreach and target support for unduplicated students. Unduplicated students are considered first before services are provided to those outside this group. We know that using data enhances our targeted efforts and we know that our unduplicated students often need additional resources and support. Our students often come to us with past trauma, behavioral concerns and are may be behind academically. Many foster youth, EL and low-income students experience an array of challenges and are at a higher risk for dropping out of school, lack of stability and significant mental health issues. These student groups' needs were considered first because we found they had been adversely affected by the school closure in the spring of 2019-2020. Even with supports in place, staff saw an overall lack of performance across all grades in this already vulnerable and educationally disadvantaged population. Although all students will have access to the services on an LEA-wide basis, funds will be principally directed toward and most effective in meeting the needs of our low-income, EL and foster youth students.

For our low-income families, GVSD has strong relationships with county office and community partners that support our low-income families and students. We work collaboratively with Behavioral Health on a variety of initiatives that support the mental health of this population. The county Family Resource Centers, site referrals to the Behavioral Health SMART meetings where multi-agencies meet and develop plans to support families, and other family resource agencies are an integral partner with us. Our teams will remain vigilant in communicating with schools and educators encouraging referrals of students and families who may be in need of support especially during these COVID-19 times.

For our foster youth students, we work closely with the county Foster Youth Services Planning Team, comprised of school districts, foster youth, child welfare services, county probation, courts and other community based organizations meet bi-monthly to address the needs of foster youth. The team has in depth experience and knowledge of our foster youth student population with additional training to be offered to our Education Liaison to provide Brief Counseling for substance abuse prevention. The county Foster Youth program Director provides the educational coordination to all foster youth across Nevada County. She ensures that resources and trainings to districts and schools for front line office staff following intake procedures of foster youth are in place.

We also work closely with the county Student Support Services Coordinator who provides coordination of services for homeless students. She helps us to ensure the McKinney Vento program is supporting our homeless students are receiving the essential services through

regular contact with site liaisons, providing training and resources to relevant links for information, reaching out to provide support to families and authorizing residency forms and funding requests. Resources are available in English as well as Spanish.

Our EL learners numbers are relatively low. However, we provided targeted services within our district including the creation and support of our Dual Immersion program K-8. We have staff personnel who assist us with outreach, translation, and coordination of services for EL learners that are critical to their success. Each student's progress is monitored and tracked by the teacher and administrator.

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

Services will primarily include; remediation with through tutoring sessions and grade level intervention and academic support in the classroom, and onsite curriculum and technology to provide for universal access to curriculum along with an enhanced individualized learning experience. Additionally, professional development and instructional coaching will be provided for staff to support the use of strategies needed to support EL students, foster youth, homeless youth and students who are victims of trauma which would focused on CPI training, trauma informed care, and Universal Design for Learning.

Social and emotional needs to be provided for this population include, but are not limited to, ensuring that food delivery occurs and it is nutritionally balanced and satisfying to students, providing students alternative transportation supports to address attendance barriers (e.g., providing local city bus passes), providing access to counseling services and music therapy and mindfulness activities.

We value the working relationship and support we receive through coordination with the county Student Support Services Coordinator. She provides all coordination of services for homeless students and ensures the McKinney Vento program is supporting our homeless students are receiving the essential services through regular contact with site liaisons, providing training and resources to relevant links for information, reaching out to provide support to families and authorizing residency forms and funding requests. Resources are available in English as well as Spanish.

Additional technology, including but not limited to devices and hot spots are provided. Staff will provide additional learning support on a scheduled basis. Our staff work to provide a tiered model of support to improve academic, behavioral and social emotional outcomes for students. Targeted assistance promotes increased levels of student achievement and support the emotional well being of our students.