



## 2020 - 2021 Learning Continuity and Attendance Plan

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to CA Education Code Section 43509

<b>District:</b> Silver Valley  <b>Date:</b> October 27, 2020 <b>LCAP Program Manager:</b> Serena Straka, Ed.D. <b>Business Advisor:</b> Tom Cassida, Director
--

Section	Prompt	Recommendations
<b>General Information</b>		
<b>General Information</b>	A description of the impact the COVID-19 pandemic has had on the LEA and its community.	None
<b>Stakeholder Engagement</b>		
<b>Stakeholder Engagement</b>	A description of the efforts made to solicit stakeholder feedback.	Yes – See page 5
<b>Stakeholder Engagement</b>	A description of the options provided for remote participation in public meetings and public hearings.	None
<b>Stakeholder Engagement</b>	A summary of the feedback provided by specific stakeholder groups.	None
<b>Stakeholder Engagement</b>	A description of the aspects of the Learning Continuity Plan that were influenced by specific stakeholder input.	None
<b>Continuity of Learning</b>		
<b>In-Person Instructional Offerings</b>	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.	Yes – See page 10
<b>Actions Related to In-Person Instructional Offerings</b>	(Description of Actions)	None

Section	Prompt	Recommendations
<b>Continuity of Learning - Distance Learning Program</b>		
<b>Continuity of Instruction</b>	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.	None
<b>Access to Devices and Connectivity</b>	A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.	None
<b>Pupil Participation and Progress</b>	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.	None
<b>Distance Learning Professional Development</b>	A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.	None
<b>Staff Roles and Responsibilities</b>	A description of the new roles and responsibilities of affected staff as a result of COVID-19.	None
<b>Supports for Pupils with Unique Needs</b>	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.	None
<b>Actions Related to the Distance Learning Program</b>	(Description of Actions)	None
<b>Pupil Learning Loss</b>		
<b>Pupil Learning Loss</b>	A description of how the LEA will address pupil learning loss from COVID-19 during the 2019- 20 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.	Yes – See page 18
<b>Pupil Learning Loss Strategies</b>	A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.	None

Section	Prompt	Recommendations
<b>Effectiveness of Implemented Pupil Learning Loss Strategies</b>	A description of how the effectiveness of the services or supports provided to address learning loss will be measured.	None
<b>Action to Address Pupil Learning Loss</b>	(Description of Actions)	Yes – See page 21
<b>Single Sections of the LCP</b>		
<b>Mental Health and Social and Emotional Well-Being</b>	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 any 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.	None
<b>Pupil and Family Engagement and Outreach</b>	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.	None
<b>School Nutrition</b>	A description of how the LEA will provide nutritionally adequate meals for all pupils, including those who are eligible for free or reduced-price meals, when pupils are participating in both in-person and distance learning, as applicable.	None
<b>Additional Actions to Implement the Learning Continuity Plan</b>	(Description of Actions)	None
<b>Increased or Improved Services for Foster Youth, English Learners, and Low Income Students</b>		
<b>Increased or Improved Services for Foster Youth, English Learners, and Low Income Students</b>	A description 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.	Yes – See page 26
<b>Increased or Improved Services for Foster Youth, English Learners, and Low Income Students</b>	A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.	Yes – See page 27



## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to CA Education Code Section 43509

**District:** Silver Valley  
**Date:** October 27, 2020  
**LCAP Program Manager:** Serena Straka, Ed.D.  
**Business Advisor:** Tom Cassida

### General Information

A description of the impact the COVID-19 pandemic has had on the LEA and its community.	Recommendations
<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes how the LEA’s Learning Continuity Plan has been informed by the impacts the LEA and its community have experienced from the COVID-19 pandemic.</li> </ul>	
<p><b>Recommendations:</b></p> <div style="height: 400px; border: 1px solid black;"></div>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

### Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback. <i>EC 43509(b); EC 43509(b)(5)(B)</i>	Recommendations
A sufficient response will describe the overall stakeholder engagement process	
Including efforts to reach:	
<input type="checkbox"/> Pupils	
<input type="checkbox"/> Families	
<input type="checkbox"/> Educators (teachers, principals, administrators, other school personnel, local bargaining units)	
<input type="checkbox"/> <i>Governing Board/Body (optional)</i>	
<input type="checkbox"/> Stakeholders who do not have internet	Please see #1 below
<input type="checkbox"/> Stakeholders who speak languages other than English	Please see #1 below
Provides a description of how stakeholder engagement was considered before finalizing the Learning Continuity Plan	
<p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. Include efforts to reach stakeholders who do not have internet and stakeholders who speak languages other than English.</li> </ol>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

A description of the options provided for remote participation in public meetings and public hearings.	Recommendations
A sufficient response describes:	
<input type="checkbox"/> how the LEA promoted stakeholder engagement	
<input type="checkbox"/> and the option(s) provided that allowed remote participation in the public hearing and local governing board meetings <i>EC 43509(b)(5)(B)</i> <ul style="list-style-type: none"> <li>○ <i>Per SB-98, describe how the LEA notified members of the public of the opportunity to submit written comments regarding specific actions and expenditures. EC 43509(b)(2)</i></li> <li>○ <i>If written notification is used: describe the process used to meet EC 48985 requiring all notices, statements, or records sent to parents be provided in the primary language, in addition to English, if 15% or more of the students in a school speak a single primary language other than English. EC 43509(b)(2)</i></li> </ul>	
<input type="checkbox"/> <i>Per SB-98, indicate when the LCP was presented for review and comment by members of the public.</i> <ul style="list-style-type: none"> <li>○ <i>Indicate how the LEA met the minimum 72-hour requirement for agenda and public hearing posting, including the location of the LCP for public inspection. EC 43509(b)(4)</i></li> </ul>	
<input type="checkbox"/> <i>Per SB-98, indicate when the LEA adopted the LCP in a public meeting held after, but not on the same day as the public hearing. EC 43509(b)(5)(A)</i>	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

A summary of the feedback provided by specific stakeholder groups.	Recommendations
A sufficient response to the prompt will describe and summarize the stakeholder feedback provided by specific stakeholders:	
<input type="checkbox"/> Pupils	
<input type="checkbox"/> Families	
<input type="checkbox"/> Educators	
<input type="checkbox"/> Stakeholders who do not have internet	
<input type="checkbox"/> Stakeholders who speak languages other than English	
<input type="checkbox"/> <i>Per SB-98, indicate when the superintendent of a district or COE presented the LCP to the PAC and the English Learner PAC pursuant to section 52063 separately for review and comment. EC 43509(b)(3)</i> <ul style="list-style-type: none"> <li>o <i>Per SB-98, describe how the superintendent responded in writing to comments received from the PAC and the English Learner PAC.</i></li> </ul>	
A sufficient response to the prompt indicates ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

A description of the aspects of the Learning Continuity Plan that were influenced by specific stakeholder input.	Recommendations
A sufficient response to this prompt will provide stakeholders and the public with clear specific information about how the stakeholder engagement process influenced the development of the LCP.	
<p>This response must describe aspects of the LCP that were influenced by or developed in response to stakeholder feedback.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> For the purposes of the prompt, “aspects” may include sections or specific actions within a section of the LCP that may have been influenced by stakeholder input.</li> </ul>	
<i>Per SB-98, include how the LEA solicited recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCP. EC 43509(b)(1)</i>	
<b>Recommendations:</b>	



## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

### Continuity of Learning

<b>In-Person Instructional Offerings</b> <i>EC 43509(f)(1)(A)</i>	<b>Recommendations</b>
<b>A description of the actions the LEA will take to offer classroom-based instruction whenever possible:</b>	
<input type="checkbox"/> particularly for students who have experienced significant learning loss due to school closures in the 2019-2020 school year	
<input type="checkbox"/> or are at a greater risk of experiencing learning loss due to future school closures	
A sufficient response to the prompt will describe:	
<input type="checkbox"/> the LEA’s classroom-based instructional schedule model	
<input type="checkbox"/> how the LEA will ensure learning and competency development	
<input type="checkbox"/> while also considering a student’s social-emotional well-being	
<input type="checkbox"/> The LEA’s classroom-based instructional schedule model should include plans and protocols to ensure the safety of students and staff consistent with: <ul style="list-style-type: none"> <li>○ considerations for campus access</li> <li>○ hygiene practices</li> <li>○ protective equipment</li> <li>○ physical distancing</li> <li>○ cleaning and disinfecting of school facilities and vehicles</li> </ul>	
<input type="checkbox"/> To identify students who have experienced significant learning loss due to the school closures in 2019-20, LEAs should consider and solidify: <ul style="list-style-type: none"> <li>○ a systematic cycle of assessments</li> <li>○ including initial screenings</li> <li>○ formative and summative assessments.</li> </ul>	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Actions Related to In-Person Instructional Offerings</b>	
<ul style="list-style-type: none"> <li>Description of what the action is.</li> <li>May include a description of how the action contributes to meeting the increased or improved services requirement for FY, EL, or LI as applicable.</li> <li>Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.</li> </ul>	
<b>Action(s)</b>  Please see below	Suggestion for writing actions: <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the action provide a description of who is doing what to whom and for what purpose?</li> <li><input type="checkbox"/> <i>What specific actions and expenditures will the LEA implement to deliver in-person classroom-based instruction for pupils who have experienced significant learning loss due to school closures in 2019-20?</i></li> </ul>
<b>Recommendations:</b> <ol style="list-style-type: none"> <li>1. The actions are lists of items without a description. Include a description of the actions in addition to the title.</li> <li>2. The first action does not indicate if it is contributing to increased or improved services. Update with “Yes” or “No”.</li> <li>3. Without a description, it is unclear how On-line subscriptions, licenses, Technology-Devices, and Technology-Other are considered as contributing to increased or improved services. Specify how these actions are contributing.</li> <li>4. The following actions are marked as contributing to increased or improved services for unduplicated students:               <ul style="list-style-type: none"> <li>Sanitization</li> <li>PPE</li> <li>Textbooks</li> </ul>               These actions would need to be provided for all students and are not considered contributing to increased or improved services for unduplicated students. These should be updated to “No”.             </li> </ol>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Distance Learning Program Continuity of Instruction <i>EC 43509(f)(1)(B)(i)</i></b>	<b>Recommendations</b>
<b>A description of how the LEA will provide continuity of instruction during the school year to:</b>	
<input type="checkbox"/> <b>ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery</b>	
<input type="checkbox"/> <b>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</b>	
A sufficient response to this prompt will provide a succinct description of the curriculum and instructional resources that will be developed or utilized that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Distance Learning Program Access to Devices and Connectivity <i>EC 43509(f)(1)(B)(ii)</i></b>	<b>Recommendations</b>
<b>A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.</b>	
A sufficient response to the prompt will describe how the LEA will ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:	
<input type="checkbox"/> the process used to ascertain the needs of students.	
<input type="checkbox"/> the plan to provide technological support to ensure access to devices and connectivity for all pupils to support distance learning.	
<input type="checkbox"/> description of the efforts of the LEA to ensure students and families with unique circumstances have access to devices and connectivity.	
<input type="checkbox"/> description of methods used to reach students and families who were unable to access devices and connectivity following school closure in the 2019-20 school year.	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Distance Learning Program Pupil Participation and Progress <i>EC 43509(f)(1)(B)(iii)</i></b>	<b>Recommendations</b>
<b>A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes.</b>	
<b>And a description of how the LEA will measure participation and time value of pupil work.</b>	
A sufficient response to the prompt will provide specific information about:	
<input type="checkbox"/> how the LEA will track and monitor student progress through live and synchronous instructional minutes	
<input type="checkbox"/> a description of how the LEA will measure participation and time value of student work	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to CA Education Code Section 43509

<b>Distance Learning Program Distance Learning Professional Development <i>EC 43509(f)(1)(B)(iv)</i></b>	<b>Recommendations</b>
<b>A description of the professional development and resources that will be provided to staff to support the distance learning program</b>	
<b>Including technology support</b>	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Distance Learning Program Staff Roles and Responsibilities <i>EC 43509(f)(1)(B)(v)</i></b>	<b>Recommendations</b>
<b>A description of the new roles and responsibilities of affected staff as a result of COVID-19.</b>	
A sufficient response to this prompt will describe how the LEA has adapted the roles and responsibilities of employees that have necessarily changed as a result of COVID-19 such as, but not limited to:	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Modifications made to staff roles and responsibilities to meet:               <ul style="list-style-type: none"> <li><input type="radio"/> academic needs</li> <li><input type="radio"/> social emotional needs</li> <li><input type="radio"/> ensuring health and safety of staff and students</li> </ul> </li> <li><input type="checkbox"/> Changes to an employee’s original role or responsibility when that original role or responsibility is not feasible in a remote environment.</li> </ul>	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to CA Education Code Section 43509

<b>Distance Learning Program Supports for Pupils with Unique Needs <i>EC 43509(f)(1)(B)(vi)</i></b>	<b>Recommendations</b>
<b>A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs:</b>	
<input type="checkbox"/> <b>English learners</b>	
<input type="checkbox"/> <b>Pupils with exceptional needs served across the full continuum of placements</b>	
<input type="checkbox"/> <b>Pupils in foster care</b>	
<input type="checkbox"/> <b>Pupils who are experiencing homelessness</b>	
<b>Recommendations:</b>	



## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

Actions Related to the Distance Learning Program		Recommendations
<ul style="list-style-type: none"> <li>Description of what the action is.</li> <li>May include a description of how the action contributes to meeting the increased or improved services requirement for FY, EL, or LI as applicable.</li> <li>Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.</li> </ul>		
<b>Actions</b>	Suggestion for writing actions:	
<b>Recommendations:</b>		

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Pupil Learning Loss</b> <i>EC 43509(f)(1)(C)(i)</i>	<b>Recommendations</b>
<b>A description of how the LEA will address pupil learning loss from COVID-19 during the 2019- 20 and 2020-21 school years including how the LEA will assess pupils to measure learning status, particularly in the areas of:</b>	
<input type="checkbox"/> <b>English language arts</b>	
<input type="checkbox"/> <b>English language development</b>	
<input type="checkbox"/> <b>Mathematics</b>	
A sufficient response to this prompt will describe how, with what tools and frequency the LEA will assess pupils to measure the learning status.	Please see #1 below
<p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>Describe the tools and frequency the district will utilize to measure learning status, including the subject areas (ELA, math, and other required subjects) that will be assessed.</li> </ol>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Pupil Learning Loss</b> <b>Pupil Learning Loss Strategies</b> <i>EC 43509(f)(1)(C)(ii)</i>	<b>Recommendations</b>
<b>A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are:</b>	.
<input type="checkbox"/> <b>English learners</b>	
<input type="checkbox"/> <b>low-income</b>	
<input type="checkbox"/> <b>foster youth or are in foster care</b>	
<input type="checkbox"/> <b>pupils with exceptional needs</b>	
<input type="checkbox"/> <b>pupils experiencing homelessness</b>	
A sufficient response to this prompt will include <b>specific actions</b> and describe the strategies used to address learning loss and accelerate learning progress.	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to CA Education Code Section 43509

<b>Pupil Learning Loss Effectiveness of Implemented Pupil Learning Loss Strategies <i>EC 43509(f)(1)(C)(iii)</i></b>	<b>Recommendations</b>
<b>A description of how the effectiveness of the services or supports provided to address learning loss will be measured.</b>	
A sufficient response to the prompt will describe how and by what methods the LEA will measure effectiveness of services of supports provided to address learning loss.	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

Actions to Address Pupil Learning Loss		Recommendations
<ul style="list-style-type: none"> <li>Description of what the action is.</li> <li>May include a description of how the action contributes to meeting the increased or improved services requirement for FY, EL, or LI as applicable.</li> <li>Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.</li> </ul>		Please see #1 below
<b>Action(s)</b>	Suggestion for writing actions:	
<p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. Include a description for Exact Path to demonstrate how it is contributing to increased and improved services for unduplicated students.</li> </ol>		

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Mental Health and Social and Emotional Well-Being</b> <i>EC 43509(f)(1)(D); EC 43509(f)(1)(E)</i>	<b>Recommendations</b>
<b>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:</b>	
<input type="checkbox"/> <b>including any 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.</b>	
A sufficient response to this prompt will describe how the LEA will support mental health and social and emotional well-being of pupils during the school year which includes:	
<input type="checkbox"/> What professional development will be provided to staff.	
<input type="checkbox"/> What resources will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Pupil Engagement and Outreach</b> <i>EC 43509(f)(1)(F)</i>	<b>Recommendations</b>
<b>A description of pupil engagement and outreach</b>	
<input type="checkbox"/> <b>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</b>	
<input type="checkbox"/> <b>or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.</b>	
A sufficient response to this prompt will provide a description of pupil engagement and outreach including:	
<input type="checkbox"/> The procedures for tiered reengagement strategies for pupils who are absent from distance learning <i>for more than three schooldays or 60 percent of the instructional days in a school week. EC 43504(f)(2)</i> <input type="checkbox"/> <i>These procedures shall include, but are not limited to: verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction. EC 43504(f)(2)</i> <input type="checkbox"/> <i>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.</i>	
<b>Recommendations:</b>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to CA Education Code Section 43509

<b>School Nutrition</b> <i>EC 43509(f)(1)(G)</i>	<b>Recommendations</b>
<b>A description of how the LEA will provide nutritionally adequate meals for all pupils, including those who are eligible for free or reduced-price meals, when pupils are participating in both:</b>	
<input type="checkbox"/> <b>in-person instruction</b>	
<input type="checkbox"/> <b>distance learning</b>	
<b>Recommendations:</b>	



## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Additional Actions to Implement the Learning Continuity Plan</b>		<b>Recommendations</b>
<ul style="list-style-type: none"> <li>Description of what the action is.</li> <li>May include a description of how the action contributes to meeting the increased or improved services requirement for FY, EL, or LI as applicable.</li> <li>Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.</li> </ul>		
<b>Action(s)</b>	<p>Suggestion for writing actions:</p> <p style="margin-left: 40px;"><input type="checkbox"/> Does the action provide a description of who is doing what to whom and for what purpose?</p> <p style="margin-left: 40px;"><i>What additional actions and expenditures are required to implement the LCP?</i></p>	
<p><b>Recommendations:</b></p> <div style="border: 1px solid black; height: 400px; width: 100%;"></div>		

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Increased or Improved Services for Foster Youth, English Learners, and Low Income Students <i>EC 43509(f)(3)</i></b>	<b>Recommendations</b>
<b>A description for the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of:</b>	
<b>(1) how the needs of foster youth, English learners, and low-income students were considered first</b>	
<input type="checkbox"/> <b>foster youth</b>	
<input type="checkbox"/> <b>English learners</b>	
<input type="checkbox"/> <b>low-income</b>	
<b>(2) how these actions are effective in meeting the goals for these students</b>	
<input type="checkbox"/> <b>foster youth</b>	
<input type="checkbox"/> <b>English learners</b>	
<input type="checkbox"/> <b>low-income</b>	
<p>For the actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students and that are being provided on an LEA-wide or schoolwide basis, provide a general explanation of these actions consistent with 5 CCR Section 15496(b).</p> <p>Principally Directed and Effective: For these actions, explain how:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19;</li> <li><input type="checkbox"/> The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and</li> <li><input type="checkbox"/> The action is intended to meet the needs of the students in response to the COVID-19 pandemic.</li> </ul>	Please see below
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• This section should contain actions contributing to meeting the percentage to increase or improve services related to COVID-19 that are listed in the plan. All contributing actions in the Plan should be included and the prompts addressed. Any actions not listed in the plan can be removed from this section.</li> <li>• The LCP actions should plainly state that they are principally directed and effective in increasing performance of EL, LI, and FY students and address the prompts that ask the district to explain how the LEA considered the needs, conditions, or circumstances of it unduplicated pupils as a result of COVID-19, how the action is based on those considerations, and how the action is intended to meet the needs of the students in response to COVID-19.</li> <li>• It is recommend that districts use the phrase “principally directed and effective in” verbatim when discussing services provided to unduplicated students. The prompts have been addressed for the items described, but it does not appear that all of the services that are identified as districtwide or schoolwide actions listed in the plan that are marked as contributing are identified in this area. Specifically, Hotspots, technology-devices, technology-other, AVID, and the before and after school program are not included in this section, but are marked as contributing. It is recommended to include these services in this description and include a description of how these services are intended to meet the needs of unduplicated students.</li> </ul>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

<b>Increased or Improved Services for Foster Youth, English Learners, and Low Income Students <i>EC 43509(f)(3)</i></b>	<b>Recommendations</b>
<b>A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.</b>	
<p>Consistent with the requirements of 5 <i>CCR</i> Section 15496, describe how the services marked in the Learning Continuity Plan as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students contribute to meeting the percentage calculated as compared to the services provided for all students. Additionally, consistent with the requirements of 5 <i>CCR</i> Section 15496, please describe any other actions or services that contribute towards meeting the increased or improved services requirement.</p> <p><input type="checkbox"/> To improve services means to grow services in quality and to increase services means to grow services in quantity.</p> <p>A sufficient description to this prompt must address how the actions(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students.</p>	Please see below
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• This section is the traditional Increased/Improved section that would normally be in a Local Control and Accountability Plan (like last years’).               <ul style="list-style-type: none"> <li>○ Identify all of the actions and services, both inside and outside of the plan, that contribute to the district meeting the requirement to increase or improve services to unduplicated students by the required percentage</li> <li>○ Describe how the actions are expected to result in the required proportional increase or improvement in services to unduplicated students above what is provided to all students qualitatively or quantitatively</li> <li>○ Identify the services as districtwide, schoolwide, or direct services</li> <li>○ It should be plainly stated that the actions are principally directed and effective in meeting the district’s goals for its unduplicated pupils</li> </ul> </li> <li>• Expenditures from LCFF and other funding sources can be considered as contributing if there is at least one expenditure of LCFF funds on that program.</li> </ul>	

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to CA Education Code Section 43509

### Appendix A

#### **In-Person Instruction:**

*EC 43500(b)* “In-person instruction” means instruction under the immediate physical supervision and control of a certificated employee of the local educational agency while engaged in educational activities required of the pupil.

*EC 43502(e)* For the 2020–21 school year, instructional minutes shall be determined as follows:

(1) For in-person instruction, instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the local educational agency who possesses a valid certification document, registered as required by law.

(3) For a combined day of instruction delivered through both in-person instruction and distance learning, time scheduled under the immediate supervision of an employee of the local educational agency who possesses a valid certification document can be combined with assignments made under the general supervision of an employee of the local educational agency who possesses a valid certification document as registered by law to meet the equivalent of a minimum day of instruction.

*EC 43504(b)* A local educational agency shall offer in-person instruction to the greatest extent possible.

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to CA Education Code Section 43509

### Appendix B

#### Distance Learning:

**EC 43500(a)** “Distance learning” means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency. Distance learning may include, but is not limited to, all of the following:

- (1) Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- (2) Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- (3) The use of print materials incorporating assignments that are the subject of written or oral feedback.

**EC 43502(e)** For the 2020–21 school year, instructional minutes shall be determined as follows:

- (2) For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.

**EC 43503(b)** Distance learning shall include all of the following:

- (1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
- (2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- (3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- (4) Special education, related services, and any other services required by a pupil’s individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
- (5) Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.
- (6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

## **Learning Continuity and Attendance Plan (2020-21)**

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

### **Appendix C**

#### **Nutrition:**

*Education Code 43503(c)* Pursuant to Sections 49550 and 47613.5, school districts, county offices of education, and charter schools shall provide nutritionally adequate meals for pupils who are eligible for free and reduced-price meals, whether engaged in in-person instruction or distance learning, contingent upon the department receiving an approved waiver from the United States Department of Agriculture, for each day of the scheduled school year.

## Learning Continuity and Attendance Plan (2020-21)

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to CA Education Code Section 43509

### Appendix D

#### **Actions and Expenditures:**

**Education Code 43509(f)(2)** For each of the areas described in paragraph (1)\*, the learning continuity and attendance plan shall describe how federal and state funding included in the original or revised budget adopted by the governing board of a school district, a county board of education, or the governing body of a charter school is used to support the efforts described in the learning continuity and attendance plan, including federal and state funds provided for learning loss mitigation pursuant to Section 110 of the act adding this part. If the actions and expenditures described in paragraph (1) are not included in the budget, the learning continuity and attendance plan shall reference how these expenditures will be included in the first interim report of the school district, county office of education, or charter school pursuant to Section 1240, 42131, or 47604.33.

#### **\*Areas in paragraph (1)**

- (A) In-Person Instructional Offerings
- (B) Distance Learning Program
- (C) Pupil Learning Loss
- (D) Mental Health and Social and Emotional Well-being
- (E) Professional Development
- (F) Pupil Engagement and Outreach
- (G) School Nutrition

**Related SB 98, Section 110** (d) Funds apportioned to eligible local educational agencies from the Federal Trust Fund [GEER Funds] pursuant to subdivision (a) shall be used from March 13, 2020, to September 30, 2021, inclusive, and all other funds [CRF] apportioned pursuant to this section shall be used from March 1, 2020, to December 30, 2020, inclusive, for activities that directly support pupil academic achievement and mitigate learning loss related to COVID-19 school closures, and shall be expended for any of the following purposes: (1) Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year. (2) Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or school day, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs. (3) Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning. (4) Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning. (e) As a condition of receipt of the funds pursuant to this section, an eligible local educational agency shall certify that funding received pursuant to this section will be used in full compliance with federal law, and shall adopt, on or before September 30, 2020, at a regularly scheduled meeting of the governing board or body of the local educational

## **Learning Continuity and Attendance Plan (2020-21)**

The Learning Continuity and Attendance Plan adheres to the template and instructions adopted by the state board pursuant to  
CA Education Code Section 43509

agency, a learning continuity and attendance plan pursuant to Section 43509 of the Education Code.

**SEC. 95.** For purposes of the annual update to the local control and accountability plan for the 2021–22 school year required pursuant to Sections 47606.5, 52061, and 52066 of the Education Code, the school district, county office of education, or charter school shall include the actions and expenditures included in the learning continuity and attendance plan adopted pursuant to Section 43509 of the Education Code. [LCAP 2021-22 will require an annual update on the actions/expenditures included in this learning continuity and attendance plan.]