

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Happy Valley Elementary School District	Michelle McKinny Superintendent	mmckinny@hvesd.com 831-429-1456

General Information

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

Prior to the March 16, 2020 countywide school closures, Happy Valley School District was preparing models to execute conversion to K-6 Distance Learning. We benefitted significantly from countywide collaboration with all District Superintendents and the Santa Cruz County Office of Education. The early determination to work collectively accelerated the distance learning conversion and enhanced our ability to serve all students and families. HVESD staff developed and fully committed to our mission statement: “Happy Valley School’s mission is to educate the whole child in a small, safe, community based school that provides a solid foundation to achieve academic, social, and emotional success.”

During the week of March 16-20, teachers, staff and administration communicated directly with all families. Parents confirmed working device access or received a District Chromebook. Students and families were provided digital guidance and detailed instruction on the new classroom platforms. Teachers and specialists successfully executed a full March 23 conversion to distance learning at all grade levels. From March 23 to the end of the trimester, all students were provided daily instruction. Special Education services were implemented in this new digital format in full compliance with all Individualized Learning Plans (IEPs.) Teachers worked tirelessly in transitioning to distance learning, focusing on student engagement, social-emotional support, and targeted outreach and intervention for students with unique needs. HVESD also prioritized art, music, life lab, library and coding (first in March using pre-recorded videos and upgraded in April to live lessons) to engage learners in every dimension of a quality elementary program. The HVESD school board and community has been regularly updated by the Superintendent. Report cards were modified to provide authentic feedback while honoring a ‘hold harmless’ approach based on the shared value that no student would be issued a failing grade and all students would be promoted as planned.

Stakeholder Engagement

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

We began stakeholder engagement in the spring following eliciting feedback from parents and students via a survey. Parent advisory and parent advisory meetings were held via zoom to allow the community to share the impact of distance learning and make recommendations. Stakeholder engagement continued through summer including parent meetings and surveys to review the plan for reopening schools. The district/school leadership and staff reviewed the data from stakeholder groups and included those recommendations and concerns in this plan. The Learning Continuity Plan was approved by the HVESD board on July 29, 2020. The parents were sent two edifications of the draft in the month of July with the ability to provide feedback. The final plan was emailed to all parents and is on the HVESD Website.

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

All public meetings and hearings were conducted via zoom with notification sent out 72 hours in advance. We provided information about our meetings via our website and through our student information system (class dojo) which sent out emails. The district office remained open for business through the month of July to ensure timely feedback regarding meetings and public hearings.

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

In the June survey, The majority of parents surveyed indicated they would prefer an option to have students participate through in-person instruction this fall. Parents expressed concern about student engagement and asked for a daily schedule and synchronous instruction. 85% of parents surveyed stated that they want to have regular communication between school and home as well opportunities for parents to learn how best to support their students in the virtual classroom environment. Parents expressed concern about students falling behind and/or starting school in different cohorts. When the plan was to open up school on a hybrid model, each primary class had no more than nine students to a cohort and upper grades had no more than 13 to a cohort. When we had to pivot to distance learning, emails, town halls and news blasts were sent to the parents to prepare them for distance learning which includes synchronous and asynchronous learning, daily schedules of 180 minutes for Kindergarten, 230 for 1st through 3rd, and 240 for 4th through 6th. Each child will check in with the teacher each day via ZOOM and eventually, students will have one on one meetings with their teachers.

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

The county guidelines prohibit in-person learning for the fall. This plan recognizes parent recommendation for synchronous instruction which is further detailed in the section on continuity of instruction. All students will have a daily schedule that includes at least 30 minutes of synchronous instruction with their teacher. In the section on pupil engagement, we detail our plan to hold office hours for parents to check in with teachers as well as some zoom training for parents.

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.]

At this time, all schools in Santa Cruz County may only offer distance learning. Using the moderate restriction model, our reopening plan provides detailed information about how our school/district will support student and staff health and safety and how we will provide continuity of learning. Our learning plan includes the instructional schedule, a plan for assessing and addressing learning loss, delivering high quality instruction and attending to the social-emotional well-being of our students and staff. A link to our reopening plan under moderate restrictions can be found here:

http://www.hvesd.com/uploads/5/7/8/1/57815731/2020_lcap_covid-19_operations_written_report__happy_valley_elementary_school_20200615__3_.pdf

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

Description	Total Funds	Contributing
Updated and Replacement of Technology Hardware: 60 Student Chrome books 8 new Staff Laptops 7 new Document Cameras COVID-19 Personal Protective Equipment (PPE) and PPE Related Materials Electrostatic Cleaning Device Covid-19 Approved Cleaning Products Masks, gloves, sanitizers Portable containers and Tools for Students COVID-19 Signage	\$50,957	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Distance Learning will be standards-aligned and meet the needs of all students including those who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support. We will continue the work we started last spring to provide connectivity and devices to all students who are participating in distance learning. Teachers and other certificated employees will connect with students daily through internet-based classrooms or phone communication. Interaction will ensure English Language Assessment, proficiency, and reclassification through designated and integrated English Language Development. The curriculum and instructional resources for distance learning classrooms may also be utilized in an in-person instructional model. HVS has adopted Engage NY for math with the online component of Zearn. Lucy Calkins Writers Workshop, SIPPS, ReadWorks, and Leveled Readers are used for our ELA program. FOSS kits and Mystery Science are the adopted Science curriculum, Teaching Tolerance and Peacebuilders are our SEL program. Google Classroom is utilized K-6 for daily instruction in concert with ZOOM, and Class Dojo is used for a school wide notification platform.

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.]

Technology resources, including school devices and internet connectivity assurance, were provided to all low-income students. Prioritization of Low-Income students was a key focus when reaching out to families to ensure they could participate fully in all aspects of distance learning programming. For low-income families who reported internet connectivity challenges (9% of total population), a Cruzio parking lot 'hot spot' was installed and they were able to download assignments and access instruction in this designated area. Several were issued home-based T-Mobile and Verizon devices to ensure connection to the school program.

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.]

We will document daily participation and interaction in distance learning through a daily, detailed log. We will measure the number or percentage of students participating in virtual learning sessions with teacher(s), either synchronously or asynchronously through sign on data, feedback data- survey of parents, students and staff. Students who do not participate in distance learning will be marked absent for that day.

Participation in distance learning may include engagement in online activities, completion of regular assignments, completion of assessments, and contacts between staff and pupils or parents or guardians. Instructional time shall be based on the time value of assignments as determined, and certified, by an employee of the local educational agency who possesses a valid certification document.

Distance learning instructional time shall be based on the time value of assignments as determined by teachers. It must be standard-aligned and meet the needs of all students including students who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional Development will be targeted based on teacher need. Time and resources for educators to build, plan and teach in a hybrid learning or distance learning environment will be provided prior and during the school year. Professional development will be ongoing through; digital learning tools, instructional approaches to balanced assessment practices, high quality instruction to engage students and to support a deeper understanding of the essential standards.

Staff attended the following PD workshops: Integrating art for SEL, Arts at the Heart of Learning, Relevance Matters, How to Launch your Literacy Blocks, Building Community, Google Classroom, Hyperdocs, Flip Grid, and Google Classroom Management. Staff also was paid for four additional days at \$300 per day for attending trainings in the summer.

Staff Roles and Responsibilities

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

With the shift to distance learning came a shift in the role and responsibilities for staff working directly with students and those who support the operations. Instructional aides have been assigned to provide individual additional academic support for those students who are struggling with learning loss. Our counselor will coordinate a student wellness team to identify and provide support to students and their families who need social emotional support. Our attendance clerk and school community coordinator will be working with our instructional tech department to identify any families who need devices or hotspots. Some of our classified staff may be asked to support food services with distribution on site and in the community

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners will need additional support to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

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

Description	Total Funds	Contributing
Internet Hot Spots (Verizon and T-Mobil) to ensure staff and student connectivity--\$900.00 Upgraded Online Curriculum and Assessment Materials 1. SIPPS diagnostic reading program K-6--\$475.00 2. Zearn Supplemental Math Curriculum K-6--\$2,500.00 3. 1st grade literacy, Learning at the Primary Pond--\$126.00 4. Typsey by E-reflect--\$137.75 5. Scholastic News--175.59 6. Distance Learning PD by teacher who taught in China--\$210.00 7. Four extra PD days for teachers to prepare for Distance Learning--\$8400.00 8. Spell City--\$69.95 9. Simple Skilled in Second, Guided Readers--\$167.00 10. Upgraded ZOOM 11. Leadership Stipends for Distance Learning--\$3,000	\$16,161.29	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.]

HVS is using multiple measures of assessment beginning the very first week of school to determine functional instruction levels for all students, including screening for pupil learning loss resulting from COVID-19 during the spring trimester of 2019-2020. We will continue to use formative assessments through the 2020-2021 to monitor student learning in a distance learning environment. These assessments will provide information on student learning in the areas of English Language Arts and Mathematics. In addition to our existing district benchmark assessments, we are augmenting our digital assessment tools SIPPS for ELA and K-6 Vertically articulated, standards aligned Math assessments. This is a result of work with our math coach, Rebecca Setzoi. These measures are in place so we can offer remedial instruction to those identified as below grade level or in need of skill to achieve grade level status.

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.]

We will stick to grade-level content and instructional rigor, and focus on the depth of instruction, rather than the pace. To provide this grade-level instruction, we will need to help teachers prioritize content and learning. Fortunately, the teachers in collaboration with a math coach, were able to vertically align the math standards into power standards benchmarks. In order to continue to reflect a districts' instructional vision and commitment to equity, educators will also need to maintain the inclusion of each and every learner and identify and address gaps in learning through instruction, avoiding the misuse of standardized testing to place kids into high or low ability groups or provide low levels of instructional rigor to lower performing students. Finally, we should consider focusing on the commonalities that students share in this time of crisis, not just on their differences. Teachers have purchased a number of different modalities and supports to serve their students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Teachers will administer formative assessments every 6-8 weeks and bring this data to collaboration with their peers. Collaborative teams will use this data to develop and implement interventions with a focus on student groups including English Learners, FY, and Low-Income students. Weekly collaboration will support ongoing assessment of the impact of interventions on accelerating student learning

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

Description	Total Funds	Contributing
Hired a .2FTE to serve students who would otherwise be served in a RTI model.	\$12,000	No

Mental Health and Social and Emotional Well-Being

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

Teachers will monitor their students for signs of stress and report concerns to their site counselor/principal.

A Counselor will be available to meet with students virtually, or in person if the scenario allows. A Counselor and classroom teachers will provide social/emotional learning to students through classroom lessons, increasing student knowledge of well-being practices. School Community Coordinators will continue to reach out to their families and offer support in basic needs as well as resources. Teachers will incorporate weekly lessons on social emotional well-being using the resources provided by our adopted SEL program, Peacebuilders and Sanford Harmony. Staff will use weekly collaboration to address any concerns about student social and emotional well-being. Principal will provide weekly resources and time during collaboration for staff to address their social emotional well-being.

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.]

Connecting and maintaining engagement for all students is foundational to our work with a distance learning platform. We will support a tiered response beginning with universal screenings for all students in the first week of school to identify their social-emotional well-being and level of stress. At our weekly collaboration we will identify those students who are in need of additional support. Our tier II response will be initiated for students who have not participated in distance learning for three or more days and have not responded to teacher or staff member who reached out. Tier II response will include meeting with family and connection to community resources. We will provide outreach and support to our families who first language is not English. As a small school district, it becomes clear very early on who needs extra support. We are fortunate to have two highly trained and certificated MFCC counselors who can serve students and parents during this difficult time.

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.]

HVESD partners with neighboring school district, Santa Cruz City Schools (SCCS) to ensure access to student meals while maintaining physical distancing protocols. Families in need of meal service will continue to receive notification that they can access safe school food distribution centers through the generosity of our partner districts. Families will be advised of pick-up locations, dates and times—and reassured that not only were all meals were free of charge, no family will be turned away. Without a licensed food service or cafeteria program in our single-school district, we are profoundly grateful to our school district neighbors for ensuring all HVESD families in need are able to collect meals at designated nearby locations.

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	Counselors to provide remote to students who are experiencing anxiety related to distance learning. Priority will be given to low income families and foster youth.	\$10,000	No
Distance Learning Program (Access to Devices and Connectivity)	60 new chrome books 8 new laptops 5 new document cameras	\$40,353.71	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
2.26%%	\$20,528

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.]

Intervention services are available to all students based on needs assessment and or a direct referral. All supplemental funds are principally directed to low income and homeless students. Currently there are no Foster Youth at HVS but if we did enroll, then the funds would be directed to that student. Also, our current EL population is one student, and primary language services and interventions are targeted to that student.

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

Actions related to serving the identified subgroups as a priority and based on the 2.26% increased and or improved services

- Action 1: Increase technology access with new chrome books, hotspots and daily interaction to make sure connectivity is working. Also install a Cruzio public WiFi access point at HVS.
- Action 2: Increase in social emotional support through our SEL programs, peace builders, Sanford Harmony, and two SEL counselors.
- Action 3: Purchase of SIPPS reading intervention assessment
- Action 4. Hired a .2 intervention specialist for students who qualify for RTI
- Action 5. The use of SJSU students in small groups and for read alouds or big buddies.