

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.]

Although there have been relatively few cases of COVID-19 in the Sutter County area, the community of Pleasant Grove has not escaped the effects of the pandemic. The unexpected closure of schools in March 2020 impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress to them and their families. The pandemic continues to have an on-going impact on our families and surrounding community. This small community has seen job and housing loss, food insecurities, and the loss of much loved traditions like graduations, the Yuba Sutter Fair and showing fair animals, and the Labor Day Parade.

Families are suffering hardships due to parents needing to stay home to supervise their children and ensure learning occurred during the school day; parents working outside the home juggling the demands of work and providing support for their children’s instruction at home; and parents working in the home completing their own work responsibilities while helping their children with learning. Connectivity continues to be a challenge for families. Even though hotspots and devices were provided to families, they are not effective in some areas.

Since students have unable to participate with in-person instruction since March 2020, progression of learning grade-level content across all subject areas was affected. Remote learning does not replicate the traditional classroom learning experience, nor its outcomes. The social isolation and lack of in-person interactions is hard for students and families. Remote learning increased the amount of screen time that students faced, elevating stress for some students and decreasing their physical activity level.

Under normal circumstances very few students leave Pleasant Grove School however due to the pandemic PG has lost 7% of its students for a combination of reasons: economic, reluctance to engage in distance learning, and safety concerns. Financial impacts to the LEA include the cost of providing Chromebooks and Hotspots to students, as well as personal protective equipment (PPE) for staff and students, and increased cleaning and supplies per safety guidelines. Despite the difficult circumstance caused by COVID-19, the PGJUSD remains committed to serving our students by providing a high quality instructional program and continuing to meet the needs of all students.

Stakeholder Engagement

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

Throughout the 2019/20 school year stakeholders were engaged as part of the Local Control Accountability Plan (LCAP) development process. As we responded to the pandemic, this engagement continued, resulting in input that informed the development of the Learning Continuity and Attendance Plan (LCP). Efforts to solicit feedback for the LCP included emails, surveys, meetings, and public review.

All staff, including the bargaining unit were invited to provide input on reopening plans, distance learning, and the impacts of the COVID-19 pandemic through virtual meetings and surveys. Parents/guardians were surveyed in late spring to obtain feedback on distance learning and hopes for the upcoming school year. In July when it was clear school would need to reopen through distance learning, parents were asked to complete another survey specific to distance learning and technology. Students were surveyed in the spring for feedback on distance learning and again once school resumed. The parent advisory group met via Zoom to discuss and give input on the draft LCP. To solicit broad input, a draft of the Learning continuity and Attendance Plan was posted on the website with a link to a survey to solicit input.

The district's efforts to engage stakeholders in providing input to the LCP began early so that the information received would meaningfully inform plan development. From surveys and meetings, the district gained valuable input to develop a draft prior to the public hearing in September. Public comment received during the September 28 public hearing informed refinement of the plan leading to the final approval on September 30, 2020.

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

Starting in April 2020, board and stakeholder meetings were held virtually through Zoom which allowed participation by all. The public is provided the opportunity to attend all meetings and given support in how to attend.

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

About 80% of families responded to the June 2020 Distance Learning and Fall Reopening Survey. Regarding the spring distance learning experience, 62% were satisfied, 21% were neutral, and 17% were dissatisfied. Thirty percent of families thought the workload was too much and 54% thought it was just right. More than 80% of families thought the communication from the teachers and the school was just the right amount. In response to what worked well during spring distance learning, parent/guardian responses included: Zoom; teacher communication, availability, and support; having a specific schedule and tasks due each day; and the online programs used. Aspects that didn't work well included: parents working and have to "teach"; technology problems; and amount of work, both not enough and too much.

On the August Distance Learning/Reopening Survey 99% of families responded. Six students (5%) will not be returning to PG because of distance learning. About 31% of families do not have adequate internet to support distance learning and 44% of families will need to borrow one or more devices from the school. Sixty-seven percent of respondents want to return to school as soon as allowed rather than have the school closed for a determined amount of time. When asked about returning to in-person instruction, 11% will not send their students to school in-person. Some of the reasons include the desire for a vaccine first and not wanting their children in school if they have to wear a mask and social distance.

A survey regarding school reopening was completed by 82% of the staff. Concern for their physical well-being rated high with 50% being Somewhat Concerned and 14.3% being Very Concerned. Concerns about returning to in-person instruction included: safety of staff and students, keeping students 6' apart and wearing masks, cleaning and sanitizing, and the uncertainty. Overwhelmingly staff wanted a well-thought out consistent school-wide plan that includes safety protocols, for reopening schools to in-person instruction. Input regarding distance learning was obtained through a series of meetings and conversations. After completing distance learning in the spring, teachers

wanted a common learning platform and asked to use Google Classroom and training to support the implementation. Teachers also wanted as much consistency as feasible in schedules, amount of time for live lessons, and expectations.

Students in grades 4-8 completed an online survey about their distance learning experiences and hopes for reopening. Ninety-two percent of students report having everything they need for distance learning and 95% of students know how to contact their teacher if they need help. The majority of students feel that the amount of time live with their teachers and peers, their amount of independent work time, and workload are just right. Most students want to return to in-person learning, but 17% prefer to continue with distance learning. Parent Advisory feedback echoed that of parent and staff groups, they want students to return to school in a safe manner.

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

The specific stakeholder input received throughout the summer months significantly influenced the district's LCP. The main points from all stakeholder groups include the need for: daily, live instruction; increased connection to staff and peers; support for struggling students; technology support; user friendly devices for younger students; and a greater need for connectivity. This input influenced the following aspects of the LCP that includes daily, live instruction for all students every day; synchronous (live) and asynchronous (video/work completed) for the minimum required minutes per day; the purchase of touch-screen devices for TK-1st grade; increased access to technology and connectivity as well as support for students with technology struggles; and additional support for students experiencing learning loss.

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.]

Health Screening: Staff and students will be asked to take temperatures and answer the COVID-19 screening questions at home and then will have temperatures taken before entering school grounds. Parents/guardians will be encouraged to stay in cars when dropping off students in case the student is not permitted to stay.

Cleaning: Centers for Disease Control & Prevention cleaning and disinfecting guidelines will be followed. Frequently touched surfaces including, but not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, chairs, etc.) will be cleaned throughout the day. Sufficient supplies of face coverings, face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient will be available.

Healthy Practices: Staff will teach and reinforce washing hands for 20 seconds with soap, rubbing thoroughly after application, and using paper towels to dry hands thoroughly or using hand sanitizer: after coughing, sneezing, or blowing the nose; after being outside; before and after using the restroom; after having close contact with others; and after using shared surfaces or tools. Students will wash their hands or use hand sanitizer upon entering the classroom. Students will use their own individual supplies and should not share with other students.

Shared equipment is limited and regularly disinfected throughout the school day. Classroom drinking fountains are not accessible (water bottle can be filled).

Physical distancing: Everyone must practice physical distancing, staying at least 6 feet away from other people. In areas where distancing is difficult, face covering must be worn. Class sizes allow for social distancing in most grade-levels so those students will be seated in desks separated appropriately. In classes where social distancing is not feasible, students will be seated in desks separated as much as possible and face shields will be worn. In all classrooms excess furniture will be removed to allow for more distancing of students.

Cohorts: All students will remain in their classroom for instruction, the teachers will rotate classrooms to provide instruction if necessary. To minimize the number of contacts, as much as possible, students remain with their cohort during recesses, lunch period, and PE. Service providers and other adults who typically move from room to room, will be limited to prevent cross contamination.

Face coverings: All staff, students grade 3 and up, parents/guardians, and visitors are required to wear a face covering unless it is not recommended by a physician. Face coverings are encouraged for students in grade TK-2. Everyone entering the campus or moving around the campus will be required to wear a face covering.

To ensure continuity of learning within a high-quality instructional program for all students, PGJUSD identified two instructional models to best meet our needs and the directive from the Department of Public Health for the 2020/21 school year. **Traditional Learning – All students, every day:** In this model, teachers and students meet physically at school for daily classroom lessons with social distancing and health and safety measures in place and include, whole class instruction, small group instruction, daily social-emotional learning instruction, intervention blocks to address those student groups who have been most impacted during the school closures. Cohorts of students will remain together throughout the day and teachers will move among the classrooms in 6th-8th grades. **Hybrid Learning:** In this model, learning occurs both in the classroom and via distance learning. Teachers and students may meet two days per week at school with social distancing and health and safety measures in place for classroom lessons and three days per week for distance learning, or they may meet in morning and afternoon cohorts with additional distance learning occurring when not in the classroom. Instruction includes, whole class instruction, small group instruction, daily social-emotional learning instruction, intervention blocks to address those student groups who have been most impacted during the school closures. Cohorts of students will remain together throughout the day and teachers will move among the classrooms in 6th-8th grades.

During classroom-based instruction and during distance learning students are taught grade level content using standards-based adopted curriculum in all core subjects as well as social-emotion learning. For the 2020/21 school year teachers are focusing assessments and instruction on identified priority standards.

Pleasant Grove Joint Union School District (PGJUSD) has a balanced assessment system and used to help teachers identify what students can do which allows teachers to build on student strengths as well as plan to address specific needs. At the start of the school year, in winter, and again in spring, students in grades 1-8 participate in standardized, grade-level appropriate universal screening in Language Arts, Mathematics using FastBridge and STAR Math; At the start and end of the school year, students in grades 1-8 are given a San Diego Quick assessment to determine reading level; Four times per year (start of school, end Trimester 1, end Trimester 2, end of year), students in grades 1-8 are given CBM Oral Reading Fluency assessments to determine correct words per minute and accuracy. Students in grades K-2 are given a Basic Phonics Skills Test (BPST) and a Sight Word Reading assessment.

Benchmark test results are analyzed for mastery of critical grade level standards and students are identified for service. All students participate in core curriculum with some specific tiered supports. Students scoring at or above grade level (Benchmark) will receive specific

short-term re-teaching interventions and classroom differentiation as needed. Students in need of support (Strategic) will receive small group re-teaching interventions in the classroom and students in need of intensive intervention (Intensive) will receive individual or small group intervention.

The Coordinator of Student Services monitors all universal and progress monitoring assessments and works with teachers and support staff to plan and deliver Tier 1 instruction in grade level standards and Tier II and III intervention to fill in the gaps. Students participating in intervention have their learning tracked over time to determine if learning is occurring. Periodic progress monitoring assessments are given and adjustments to intervention are made.

A parent portal gives parents access to their child’s attendance and grades as well as sends missing assignment notifications. Parents are strongly encouraged to set up their parent portal and assistance is available for any parent having trouble with the set up. Teachers monitor parent use of the portal and reach out to parents to support the set-up and use, then send home grade reports for at risk students if their parents are unable to use the portal.

The district will continue to communicate with parents/guardians regarding plans and to solicit their input regarding the method of instruction that best meets their needs. If school closure is mandated by the Local Health Officer, the district will resume distance learning. Parents will be appropriately notified by text, phone call, or email through our messaging system.

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

Description	Total Funds	Contributing
Comprehensive data management and assessment system to support instructional planning/delivery, ensure continuous improvement, and identify students in need of intervention to close the achievement gap. (Illuminate)	\$2,954	Y
Provide interventions and supports to address the academic needs of all students but especially Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.	\$79,853	Y
Support for teachers providing English Language Development to ensure that English learners make expected progress in attaining English and in academic achievement.	\$6,392	Y

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.]

PGJUSD is committed to providing continuity of instruction to students during the school year, whether in-person, through distance learning, or through a blended model. The use of the same standards aligned, adopted curriculum, the same grading policies, and the same procedures and expectations support the transition between distance learning and classroom-based instruction.

To provide students access to the full curriculum in both distance and in-person learning, priority standards have been identified in English Language Arts and Math. These include an overview of key grade-level learning outcomes, instructional content and practice considerations, foundational skills to be systematically taught, and are meant to guide teachers in identifying prioritized standards upon which to focus lesson planning and instruction. This prioritization enables teachers to effectively address learning gaps through in-depth instruction and allows unfinished learning to be concluded while also introducing new content. Lesson format and academic expectations for distance learning are consistent with those of classroom-based instruction.

The terms “synchronous learning” and “asynchronous learning” are used throughout this plan. PGJUSD’s definitions:

Synchronous Learning: takes place in real time where students are engaging in learning through live instruction and interaction; learners can ask questions and receive feedback; students can collaborate; teachers can give immediate feedback, assessments, and make adjustments as needed; occurs using computer interaction through Zoom or Google Classroom.

Asynchronous Learning: no real-time interaction; no live feedback or opportunities for questions; students access content at their own pace; more flexibility in scheduling; can occur through classwork, online programs, or videos.

The district’s distance learning plan includes a combination of synchronous and asynchronous learning. The distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support. Teachers use Zoom and their LMS to deliver instruction for ELA, Math, Science, and Social Studies. Distance learning schedules mirror classroom-based schedules. Grade levels exceed the minimum daily minute requirements of TK/K: 180, 1-3: 230, and 4-8: 240. Breaks, PE, and lunch times are the same across grade levels to ease scheduling for families with multiple children engaged in distance learning.

Teachers offer online office hours daily to support students’ instructional needs as well as regular intervention times. Students with IEPs or 504 plans are provided supports to meet their individual needs, special education staff works in with the classroom teacher to support student learning, and English learners receive designated and integrated ELD services. Teachers monitor and support student access to the curriculum through the LMS. Students not engaging in distance learning are referred to the Reengagement Team.

One outcome of spring distance learning was the desire for a uniform learning management system. Google Classroom was designated as the district’s LMS. In distance learning the LMS becomes the digital classroom where lessons, assignments, messages, and communication happen. Teachers use instructional tools including but not limited to: Zoom, Flipgrid, Jamboards, as well as print materials to deliver instruction and connect with students. All students have access to a laptop or Chromebook so they can engage in the online work. If a student needs access to connectivity they are provided a hotspot.

When classroom-based instruction resumes, parents will be given appropriate notification and those who wish to stay in distance learning due to health concerns may continue to do so.

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.]

When it was clear that school would open in the fall through distance learning, we asked families to complete a Technology/Internet Access questionnaire. While completing this questionnaire, we asked that parents keep in mind that students would need a device (not a phone) and reliable internet to participate fully in distance learning. We received responses from 99% of our students. If we didn't hear from a family we made individual phone calls until we had responses from all students. A significant number of families indicated they would need to borrow a device and/or hotspot from the school.

PG already had 1:1 in grades 2-8 so few additional devices were needed. Forty Chromebook touch screen devices for TK-1st grade students were ordered and deployed. Every effort was made to assist students in connecting at home and if this was not possible. PG offered the loan of a hotspot for internet connectivity; 60 hotspots have been loaned to families. Distribution and assessment of technology will continue throughout the year as needs of families frequently change.

Staff worked throughout the summer preparing devices for students by making updates and adding shortcuts. Videos were created to show parents and students how to use the technology and "how to" guides are linked on teacher web pages. The technology coordinator and teachers monitor student engagement for potential device or connectivity issues.

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.]

Pupil attendance and participation includes a combination of daily synchronous (live) instruction and asynchronous (video, classwork, online programs) instruction. PGJUSD has established a process to measure attendance and participation during distance learning and staff has been trained and received support in the process. Student attendance is entered each day in the Student Information System (SIS), Alma.

To document engagement and participation in distance learning, teachers use the Combined Daily Participation and Weekly Engagement Log from the California Department of Education (CDE). In the log, teachers record assignments/assessments for each instructional day, the instructional delivery method (synchronous or asynchronous), and full or part day. Teachers certify that this combination equals at least 180 daily instructional minutes for TK/K, 230 minutes for grades one through three, and 240 minutes for grades four through eight. Time-value of instruction and work is based on curriculum pacing guides and the expertise of the teacher. Logs are completed weekly, signed by the teacher, and given to the Attendance Clerk to be maintained for audit purposes.

Documentation of student progress is accomplished using gradebooks, progress reports, and report cards. Students and parents have portal accounts in the data and assessment system, Illuminate, where they can view grades and assignments. Parents are encouraged to check this system often and technology support is available if needed.

Each afternoon teachers call the parent of any student who did not engage in distance learning for the day. If a student misses three days in a week or 60% the reengagement process starts (see Pupil and Family Engagement and Outreach section).

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.]

PGJUSD is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills in the use of a Learning Management System, training in the use of Google and Google Classroom was provided. To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas: use of Google Classroom as the LMS for a virtual/blended environment; administration of district common assessments and use of resulting data to drive instruction, including the use of Illuminate to administer/build assessments; monitoring student engagement, participation, and progress; Zoom trainings; Freckle and Writable trainings; Bridges Math trainings; and attendance/engagement log and new SIS, Alma training. A digital file has been created as a clearinghouse of educational resources ranging from technology tutorials to strategies for engaging the learner during distance learning.

Staff Roles and Responsibilities

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

COVID-19 and the resulting distance learning model have significantly impacted the roles and responsibilities of staff. Teachers and instructional support staff are becoming technology experts as they use Learning Management Systems (LMS) to deliver instruction, meet with students, and assess student learning. While in distance learning or a hybrid model, teachers are responsible for monitoring attendance and engagement using multiple measures unlike in-person where a student's attendance is determined by their presence or absence in class. In distance learning, teachers monitor student attendance during synchronous instruction, presence within the learning management system, and submission of assignments. They also complete a weekly record documenting a student's engagement each day. Instructional aides support the deployment of technology as well as support students and parents in the use of the LMS.

To meet the academic and social-emotional needs of students all instructional aide staff are assigned to classrooms to support students during lessons, work with small groups or individual students, and follow up with students who are not engaged in learning. Classified staff previously assigned to other duties support students during synchronous learning and meet with students for intervention, monitor student online engagement, and connect with families to resolve issues preventing student participation.

Office staff responsible for attendance will continue their role with the addition of follow-up with teachers who are not documenting attendance/engagement and outreach to connect students and families to resources. If an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Sutter County Health Department. This will include entry of detailed attendance data into the student information system. Office staff and instructional aides will assume responsibility for taking student's temperatures. The superintendent will oversee the implementation of site safety protocols related to COVID-19 when in-person instruction resumes.

When students return to classroom-based instruction, all staff will have the additional responsibility of navigating new schedules, maintaining consistent safety practices, monitoring COVID-19 related practices, as well as increased cleaning and site maintenance duties.

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.]

A tiered intervention system is in place for all students, with special attention to English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness. To meet the academic needs of students with unique needs in the areas of English language arts, English language development, and math, students are assessed three times per year using FastBridge, and STAR Math and intervention is provided daily. Additionally, special education staff provide instructional support for students in accordance with their Individualize Education Plan (IEP).

Classroom teachers meet with students by grade level band/EL level each day on Zoom for designated ELD instruction. EL students are further supported through the use of language support tools embedded in the online learning platforms, such as translation, dictionary, and read aloud features, as well as through the use of Google Translate. Daily schedules and the Student Engagement Log are used to document daily designated ELD and integrated ELD for English learners and intervention services for all students experiencing learning loss. Special education logs are used to document interaction with students receiving special education services.

Students experiencing homelessness are provided referrals in securing housing and food options. Technology devices and connectivity are provided to students in need, including all student groups. In addition, students having no access to internet may work at the school in an empty classroom until they have internet access. This is for a limited number of students and they must practice social distancing and wear face coverings.

Teacher led office hours are offered to all students with an emphasis on meeting with foster youth, English learners, and low-income students. This provides students additional time for reteach and/or reassessments or a little more time with the teacher. During office hours teachers check-in with students and their parents to assess the needs of the family and determine if there are barriers to distance learning. Students with unique needs and their families do not usually feel comfortable asking for help in large groups so these smaller scheduled times will support their needs. Additionally, increased instructional aide support and virtual intervention times allow all students but especially foster youth, low-income, and EL students greater access to instructors who provide targeted, individualized academic assistance.

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

Description	Total Funds	Contributing
Hourly rate paid to teachers as negotiated in the CBA for engaging in professional learning opportunities outside their contract to improve skills necessary for teaching in a distance learning environment and best practices to mitigate learning loss.	\$71,727	Y
Learning Management Systems/Programs to support distance learning (Google \$1080, Writable \$560, Renaissance \$3,950)	\$5,590	N
Individual supplies for student to have at home while distance learning (math kits)	\$971	N
Technology: Devices (40 Chromebooks, \$11,844.10), 60 Kajeet hotspots (\$23,814.31), webcam and replacement/additional technology as needed	\$45,824	Y
Additional staff time to support technology during distance learning	\$5,362	Y

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.]

PGJUSD recognizes one of the most significant impacts of the emergency distance learning initiated in March 2020 is the loss of learning, both in academic content and skills. To address this, a comprehensive system including universal assessments and progress monitoring is in place. Within the first month of school, in early February, and again in May students are assessed using the San Diego Quick (reading level), STAR Math (normed math level), and CBM assessments within FastBridge (early reading skills, fluency, comprehension, and normed math level). Illuminate, a data and assessment system, may also be used to administer assessments similar to Interim Comprehensive Assessments, Interim Assessment Blocks, and ELD assessments. Results from all assessments are compiled in Illuminate to get a complete picture of each student's academic levels, learning loss, and progress on grade level standards. Based on results of the data, teachers determine at-risk students in need of intervention.

Curriculum-based or teacher created summative assessments and daily formative assessments conducted by teachers during live instruction and asynchronous activities regularly monitor learning loss and academic needs of students. Skill deficiencies across the entire class are taught during whole class live instruction. Teachers monitor and reassess students on an on-going basis to determine if other deficient skills need to be taught during live instruction. Daily live intervention sessions mitigate 2019/20 learning loss and prevent additional learning loss.

All grade levels have scheduled intervention time when teachers meet with small groups of students or one-on-one to work on targeted skills. Instructional aides support specific students during live instruction as well as schedule individual and small group meetings with students who need assistance. English learners, students with disabilities, foster youth, and students experiencing homelessness are monitored closely and scheduled for intervention time as soon as they are struggling to master grade level standards. All teachers have office hours every day to ensure any students who miss instruction or are needing assistance have a resource for help.

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.]

Understanding learning loss may have occurred, PGJUSD has taken steps to ensure learning opportunities are available and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers use multiple methods of providing instruction to meet students' needs such as whole group, small group, or one to one. Teachers use a process that includes assess, plan, teach, reflect, and action to determine if actions and strategies are improving student outcomes.

The primary means of addressing learning loss and accelerating learning for pupils is through tiered instruction delivered during synchronous (live) instructional time. During regular whole class instruction, all students receive standards-aligned instruction focused on priority standards. This allows for a deeper focus on key skills and concepts that are critical for the next grade level. As teachers assess

learning loss and their students' learning needs, they adapt this instruction and schedule small group sessions. These sessions are provided through synchronous, small-group instruction and are based on student needs. Students who require more intensive support are provided one on one instruction through individual sessions. The small group and individual sessions focus on prerequisite skills students need to successfully master the content. Strategies used during small group sessions to address learning loss and accelerate learning progress include but are not limited to: early intervention, increased peer discussion, spaced practice over time, increased use of visual input, and breaking information into smaller units.

English learners focus on the same grade-level academic standards that are expected of all students. All English learners receive a program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. During distance learning, this instruction may include instruction via Zoom, supplemental physical and virtual resources, instructional packets, or projects. Instruction is tracked and services documented through the LMS.

Students with disabilities are included in all offerings by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. Through parent feedback, special education staff determines what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. Special education teachers collaborate with general education teachers to ensure appropriate accommodations, modifications, and support are provided during distance learning instruction.

PGJUSD ensures that students experiencing homelessness and foster youth have equitable access to all school activities, whether online or in-person. During distance learning, instructional aides reach out to, and support students who are not engaged and participating. Students are supported with free transportation when instruction is classroom-based and access to mental health providers to support students virtually and/or on-site. Families are provided with information, resources, and/or support for social and emotional well-being and trauma-informed approaches.

Students who are low income may not have access to the technology or connectivity necessary for distance learning. PGJUSD has purchased devices and internet hotspots to ensure the technological needs of students are met. Food insecurities often contribute to a decline in a student's academic performance; therefore, five breakfasts and five lunches are provided each week for students participating in the free and reduced meal program.

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.]

Prescriptive and consistent services and supports to address specific student academic needs must be measured for effectiveness. Benchmark assessments given three times per year give a broad overview of student learning but progress monitoring, formative assessments, publisher assessments, grades, and engagement in distance learning provide evidence that any learning loss a student may have experienced has been or is being addressed. Data collected will assist teachers in developing instructional plans as well as whole class, small group, and individual student intervention. Our diagnostic tools for language arts and mathematics include predictive reporting by standards that further assists teachers in developing student specific interventions to accelerate learning. Teachers are able to monitor usage and task completion to evaluate implementation.

In addition to academic monitoring, the social-emotion health aspect of learning loss will be measured and monitored. A teacher’s relationship with students and daily interaction enables them to notice subtle changes in a student’s motivation, engagement, or participation. Any staff that interacts 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 Study Team meeting. Student support can include academic help, work with the school psychologist, group sessions with the Tier II Mental Health provider, or referrals to outside agencies. Supports will be individualized to meet the needs of the student.

All data is housed in our SIS system (Alma), data and assessment system (Illuminate), or LMS (Google Classroom/SeeSaw). Parents have portal access to the data and assessment system for grades and the student information system for attendance.

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

Description	Total Funds	Contributing
On-line benchmark and progress monitoring system (FastBridge Assessment System)	\$1,087	Y
Comprehensive data management and assessment system to support instructional planning/delivery, ensure continuous improvement, and identify students in need of intervention to close the achievement gap. (Illuminate)	See In-person Instruction section	Y
Provide interventions and supports to address the academic needs of all students but especially Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.	See In-person Instruction section	Y

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.]

In planning for the reopening of school, we are using information on best practices as we develop our programs around Social and Emotional Learning. PGJUSD will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing of the following five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Social-emotional health is supported through a multi-tiered system that includes screening, intervention, and monitoring.

As part of our system of support, three times per year (fall, winter, spring) teachers fill out the SAEBRS (social, Academic, and Emotional Behavior Risk Screener for each student in their class. This tool screens student risk for social-emotional and behavior problems. During these same time periods, students in grades 2-8 take the mySAEBRS, a 20 item screener of the same three subsections. Based on these results tiered support is given.

Tier 1 Supports

Tier 1 supports are universal supports for all students and selected based on the needs of all students.

- Virtual or In-Person Morning Meeting - A scheduled time when students and educators greet each other, check-in, and learn important skills before starting the day. Topics include positive self-talk, mindfulness, staying organized, or showing kindness. Teachers also check-in with individual students throughout the day.
- Virtual Check-In Google Form
- Weekly instruction on the topics: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making is delivered using various materials.

Tier 2 Supports

Tier 2 supports are targeted supports for some students for whom Tier 1 support are not sufficient.

- Referred by teachers or administration
- Small group
- Led by Tier 2 Mental Health Provider

Tier 3 Support

Tier 3 supports are intensive supports for a few students for whom Tier 1 and Tier 2 support were not sufficient.

- Services might include individual or small group with Tier 2 Mental Health Provider or the school psychologist
- Referrals to outside agencies
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Staff is surveyed throughout the year to assess needs, including but not limited to: survey from SCSOS, school-developed survey and individual conversations. Staff work together to provide support to colleagues through group texts, safely spaced, outdoor lunches and virtual “get-togethers”. Employees have access to collection of resources provided by the Sutter County Superintendent of Schools Office as well as the Employee Assistance Program (EAP).

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 is not engaging in instruction and is at risk of learning loss.]

Teachers document daily attendance using the district’s Student Information System (SIS) based on student participation in synchronous and asynchronous activities. To measure engagement, teachers complete a Weekly Engagement Log, detailing assignments for the week and each student’s participation and engagement in the activities. This allows for student engagement analysis on a weekly basis.

At the beginning of the year, all contact information including telephone numbers, email addresses, and mailing addresses were verified for all students. Each day teachers monitor student engagement and contact parents if students have not attended synchronous instruction to verify the reason for the absence. The Attendance Clerk oversees all attendance and follows-up with any unverified absences. Administration support the Attendance Clerk when contact is not made.

If students miss 60% of the instruction week and/or are not engaged in all activities for an instructional day on a consistent basis, the tiered reengagement process begins.

Tier	Definition	Re-engagement Strategies
1	Students attending school regularly	Positive relationships, engaging school climate, clear and consistent communication between school and families
2	Students attend/engage moderately (60%)	Phone calls home, informational postcards, training with technology, provide device for distance learning (as needed), referral to outside agencies, attendance letters 1 and 2
3	Students attend 40% or less	Schedule meeting (SART) to discuss student attendance and/or participation, schedule SST if needed, attendance letter 3
4	Unreachable students; no contact of engagement	Home visits, referral to outside agencies, short term independent studies contract, SARB

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.]

Ensuring students have access to healthy meals is extremely important whether instruction is in-person or through distance learning. Changes to the food service operation include Health and Hygiene Promotion, Meal Preparation, and Cleaning and Sanitation protocols.

Promoting healthy hygiene practices apply to all staff and students and include: teaching and reinforcing handwashing and use of a face covering by employees when near other employees or students and having adequate supplies including soap, hand sanitizer, and tissues; posting sign on how to stop the spread of COVID-19. In addition to standard food safety procedures followed in the food service department, standard operating procedures for sanitation of school kitchen and cafeteria has been updated and employees have been trained on health

and safety protocols, including correct application of disinfectants, and maintaining physical distancing. As part of the updated standard operating procedures gloves, masks, disposable aprons, and other supplies are readily available. Only 1 person works in the cafeteria to prepare and serve meals so social distancing is not an issue.

In addition to the previously mentioned safety protocols, other changes have been made to the food service program for in-person instruction. Mealtimes will be staggered to allow for cleaning between meal services and to serve students in smaller groups. Sneeze guards and partitions have been installed at the food line and point of sale location. Students will be served on disposable trays with disposable utensils and eat at designated spots either in the cafeteria or outside. Each spot, whether it be a table, chair, or spot on the grass will be spaced to maintain social distance. Tape on floors and sidewalk delineate spacing requirements for lines. Share tables and self-service buffets for food and condiments have been removed.

During distance learning Pleasant Grove School operates a “Grab and Go” pick up at the school campus each Wednesday between 12:30 and 2:30. Staff trained in food safety procedures assemble meals that meet nutritional guidelines. To further maintain safe practices and social distancing, parents drive through the parking lot where staff members wearing masks and gloves hand out five breakfasts and five lunches per child.

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

Section	Description	Total Funds	Contributing

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		
6.79%	\$92,225		

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.]

PGJUSD will receive approximately \$92,225 in supplemental funding for the 2020/21 school year calculated on the basis of the number of English learners, low income, and foster youth students. A review of the district's needs and metrics, along with stakeholder input, determined that the following actions and programs would be the most effective use of funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth and are intended to meet the needs of students in response to the COVID-19 pandemic:

Devices and Connectivity: In order to engage all students in distance learning, Pleasant Grove surveyed families to determine their needs. As a result, 89 laptops were loaned to students. One area of need expressed by stakeholders was the necessity for user friendly devices for our youngest students. Forty touch-screen Chromebooks were purchased and loaned to all students in transitional kindergarten, kindergarten, and first grades. PG also acquired 60 hotspots for students who lack the connectivity necessary to learn from home. When returning to classroom-based instruction students will use the devices in both classroom-based and future distance learning. This ensures students will not share resources, creating a safer environment during classroom-based instruction. While individual devices and hotspots benefit all students, it especially benefits low-income students, English learners, and foster youth by providing access to technology that they might not otherwise have, so they can engage in school, even from a distance. This ensures equity for all students.

Professional Development: Successful students are taught by highly trained teachers. This is especially important given the circumstances created by the COVID-19 pandemic. Professional learning can have a powerful effect on teacher skills and knowledge and on student learning. Therefore, the district provided additional pay to teachers for engaging in professional learning opportunities outside their contracted days to improve skills necessary for distance learning. Initial PD focused on supporting teaching and learning in the distance learning environment. Three areas of need were identified: technology to support distance learning, how to leverage synchronous learning, and how to engage students in a distance learning environment. Beyond distance learning, PD will focus on increasing student learning outcomes, especially for unduplicated student. Professional development time will include time for teachers to analyze student data, make instructional decisions, and research effective instructional strategies. This action increases the capacity of staff to address the specific needs of all students but primarily focuses on the needs of low-income students, English learners, and foster youth.

Academic Intervention/Data Management: A comprehensive data management and assessment system supports instructional planning/delivery, ensures continuous improvement, and identifies students in need of intervention to mitigate learning loss and close the achievement gap. Intervention and support provided through tiered small group and individual instructional blocks is offered schoolwide and principally directed toward and effective in meeting the district's goals for unduplicated students. Students who have not yet met academic standards receive more instruction than students currently meeting academic standards. This tiered instructional block is included in both teachers' schedules and support staffs' schedules on a daily basis. During this time students will receive targeted practice directed at closing the gap created by COVID-19 related learning loss. This action increases the support to all students but is principally directed to supporting the needs of unduplicated students experiencing learning loss.

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

The Pleasant Grove Joint Union School District serves 6.79% unduplicated pupil population (low-income, English learners, and foster youth) that has generated \$92,225. Supplemental funds are allocated schoolwide and principally directed towards meeting the needs of low-income, foster youth, and English learner student groups.

Ongoing professional development and support enables PG educators to optimize their professional potential in order to create a highly effective in-person and virtual learning community, ensuring the highest levels of achievement for all students. Actions to support and improve teacher quality and practices are improvements that are high impact strategies to support the growth of unduplicated students who have not yet met academic standards.

Diagnostic assessments allow teachers to identify specific gaps in understanding which is an essential component to meeting the needs of unduplicated students. Tiered instructional time is principally directed at meeting the needs of unduplicated students by improving services for low-income, foster youth, and English learners as it provides instruction specific to students' individual needs to ensure accelerated growth and increased achievement. Actionable data and targeted intervention improve the quality of instruction and services provided to students who are English learners, foster youth, and/or have families with low income.

Technology for all ensures access to distance learning for all students but especially low-income, foster youth, and English learner student groups. Eighty-nine laptops were loaned to students, 40 Chromebook touch-screen devices for TK-1st grade students were ordered and deployed, and 60 hotspots were provided to families lacking reliable internet. For many families this is the first time technology with internet access is consistently available in the home. Staff time to support technology was increased to insure the success and engagement of unduplicated students. While individual devices and hotspots benefits all students, it especially benefits low-income, foster youth, and English learner student groups by providing access to technology that they might not otherwise have, so they can engage in school, even from a distance. This ensures equity for all students.

These services and support exceed the 6.79% minimum proportionality percentage for the 2020/21 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils.