

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
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General Information

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

Camptonville Union Elementary School District is comprised of a single historic school located in Camptonville California and serves as the sponsor to CORE Charter @ Camptonville in Marysville California. The town of Camptonville can be found in the upper eastern most part of Yuba County, nestled in the hills between Sierra and Nevada County. The closest city with services is Nevada City located 25 miles south in Nevada County. The historic Camptonville School building was constructed in 1855 and currently serves as the Camptonville Community Partnership (CCP) offices serving members of the Camptonville community. The historic Pelton Building built in 1870 is used as the school gym, theater and dining hall which includes a full kitchen annex. Our main campus buildings were constructed in 1950 and 1985 and house the 50 students who attend Camptonville school. Camptonville School serves as the community hub for the entire town and is the primary center of activity for the community. Our students range from TK-8 grades, comprised of 3 classes (TK-2, 3-5 and 6-8) with a primarily white, social economically disadvantaged population.

Covid-19 has caused a fairly dramatic shift in the community of Camptonville. Most of our families work for the forest service so they have not been impacted for work, however, the loss of the school day has put massive hardships on our families by reducing their work hours to accommodate distance learning and basic child care needs. Distance learning is a massive challenge for our families as a majority of them do not have access to the internet at home. Lack of internet is not due to lack of end user equipment, but rather, the remoteness of the families puts them in location where there is no hardline internet service or cell signals.

Camptonville relies on the school to provide so many services to not only the families at the school but also to the community via our partnership with Camptonville Community Partners (CCP) which resides on the campus.

Stakeholder Engagement

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

Stakeholder engagement was conducted using a survey sent to families via Google. 23 of the 32 families of the school completed the survey. The remaining 9 have been contacted via phone and offered to complete the survey on paper. Due to Covid-19 restrictions, connecting with families in person is not possible at this time, so all contact must be made either virtually or via phone.

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

All public hearings are held in person in room 1 of Camptonville School. There is adequate room to socially distance up to 16 people. If capacity exceeds that, the meetings are moved to the Pelton building where up to 40 people can be socially distanced. The hearings are also live streamed via Zoom with public comments accepted both at the venue and via the Zoom feed. Members of the community who are not able to attend in person or virtually may submit their statements in writing to the Superintendent or any Board Member prior to the meeting (email, postal, drop off at the school office), and those statements will be read by the board during the public comment portion of the hearing.

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

Of the surveys returned, 22 of the 23 reported that they feel comfortable returning to school in August as long as the school provides a robust safety plan, health screening and daily check in process. A majority of the parents of the community also strongly opposed distance learning noting that internet access is not available due to the remoteness of families and that they are not equipped to be teachers of their children. Parents also noted that distance learning has put a severe financial strain on their families and don't believe they can weather another season of missed school.

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

The development of the distance learning plan and the return to school plans both reflect the input received from our outreach activities. We have taken into account the issues of connectivity, lesson design and individualized learning plans for students as part of both the in school and out of school instructional models. Our food service programs have been modified to continue serving the community as a result of the input of our stakeholders.

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.]

In person instruction will feature classes of less than 20 students, with individualized support for students who have experienced a significant learning loss. These individualized support will be provided by a combination of instructional aides and support teachers and will occur both during the school day and during after school intervention times.

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

Description	Total Funds	Contributing
Hiring of a teacher at 40% contracted time to provide personalized support to struggling students who have experienced significant learning loss.	28586	Yes
Teachers and para educators will be provided with additional hourly stipends to support students in after school intervention programs targeting Math and Language Art deficiencies.	3000	Yes
New supplemental instructional materials purchased to enhance instruction in Social Studies in grades K-8	2000	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 instruction is comprised of daily synchronous teaching and support supplemented by independent practice materials. Daily, teachers will provide direct synchronous instruction via Google meets and/or classroom for a minimum of 120 minutes per day. The meets videos will then be saved and stored in the google classroom so students and families may review them at different times. In addition to the synchronous instruction, teachers and para educators in each class will provide asynchronous instruction via phone or google meets to directly interact with students and support them in learning for a minimum of 120 minutes per day. Total daily combined synchronous and asynchronous minutes will be no less than 180 for Kindergarten, 230 for grades 1-3 and 240 for grade 4-8. Daily check in with all students is conducted by teachers and para educators to ensure that students are engaged and accessing distance learning.

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.]

Camptonville School is able to provide tablets to all students who are in need of a device for distance learning. The deficit is in access to the internet and as such Camptonville School in partnership with the Camptonville Community Partnership will be providing Wifi hotspots at various locations in the community which students and families may access at any time free of charge.

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.]

Daily check in with every student will occur during the school day. During this time, teachers and para educators will ensure that students have access to the direct instruction content and to all supplies and materials needed. Attendance will be collected during this check in. Student participation will be measured by completion of work in the content areas and participation in synchronous instruction and/or phone conversations with staff. Teachers develop assessments to determine progress made in content areas and use it to identify areas of need.

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.]

During the duration of distance learning, once per week, teachers and staff will gather to review current practices and participate in a learning community devoted to distance learning. During this time, outside program specialists or technical specialist may work with the staff to improve current practices. These times are teacher driven and designed to work as a professional learning community for all staff members.

Staff Roles and Responsibilities

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

Para educators will begin making contact with families directly during the school day to ensure that students are not in need of additional support. The para educators objective is to identify challenges students face and work with the classroom teacher to provide intervention supports via telephone and/or google meets.

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.]

Coordination between the county SELPA director and the LEA Special Education director to ensure that all guidelines provided by the CDE in respect to student IEPs are met. Special Education teachers are connecting with families to identify ways to support students with exceptional needs while still meeting the distance learning guidelines established by the state. Coordination with the county homeless and foster youth department occurs to ensure that students have access to all supplies, materials and technology needed to participate in distance learning.

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

Description	Total Funds	Contributing
Installation and maintenance of additional wifi hotspots throughout the town of Camptonville	15000	Yes
Purchase of additional tablets for students who do not have a device.	3000	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.]

Learning Loss mitigation will begin at the start of the school year with initial assessments in grade level Language Arts and Math. Based on those assessments, students will be provided with instructional intervention during the school day provided by classroom teachers and aides in specific gaps identified by initial assessments. Students will be assessed regularly and learning plans are to be adjusted as students

progress. A 40% intervention support teacher will work with students a staff in the development of learning loss plans and providing instruction in deficient areas.

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.]

Individualized learning loss plans are to be developed for each student exhibiting learning loss due to Covid-19. These plans are catered to the student's individual needs and therefor shall take into account English Learner needs, low income, foster youth and homeless challenges and any exceptional needs the student may face. The implementation of these learning loss plans will occur during the school day and may be supplemented by additional time during after school hours with support from teachers and staff.

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 use on going assessments to assess the effectiveness of the individualized learning loss plans. These assessments will guide the pace of instruction and areas of need. All students will be reviewed by teacher peer teams on a monthly basis to ensure that students are properly identified and receiving the supports they need.

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

Description	Total Funds	Contributing
Hiring of a 40% intervention support teacher to support teachers and students in the evaluation of student needs, the development of plans and curriculum for learning loss and the implementation and instruction of groups for learning loss support.	28586	Yes

Mental Health and Social and Emotional Well-Being

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

Intervention specialist will be utilized to identify students who may be in need of additional support for mental health and well-being. Referrals to counseling will be made for identified students. Staff are to be trained in SEL support and will have access to Sanford Learning SEL programs to help support their students on a regular basis.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Pupil contact occurs daily via multiple modes. Teachers hold daily live online course and conduct office hours in which they are available both virtually and via the phone. Staff will contact students daily should they not participate in the virtual classroom activities to ensure that they are keeping up on their work load and to provide support for struggling students. Weekly, a materials pick up and drop off day will be held. Teachers will be available socially distanced to provide feedback and answer questions in person that a family may have. Any work that is not picked up will be delivered by the school Principal the day after pickup/dropoff day.

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.]

During in-person instruction time our campus kitchen will provide daily lunch and breakfast meals to all students who sign up. Free and reduced lunch applications are provided to all families and are updated regularly. During distance learning, a meal pick program is in place. Twice a week (Mondays and Wednesday) meals are provided to students in a drive through fashion. Monday pickup includes lunch for Monday, breakfast and lunch for Tuesday and breakfast for Wednesday. Wednesday pickup includes lunch for Wednesday, breakfast and lunch for both Thursday and Friday and breakfast for Monday.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
24.35%	99743

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.]

As there are 0 Foster youth and 0 English Learners, the focus for us has been on low-income students who make up 80% of our total population. Since the low-income group is the majority, all of our resources are spent providing services to those students. Their needs are addressed via the school surveys and interviews with families. Our inclusion of additional staffing to support students who are identified as

struggling in Language Arts and Math is a targeted approach at reaching our most vulnerable students. Those services will be provided to any student in need and as such, will be readily available to the 80% low income students.

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

The increase to our base services via certificated staffing is 38% with the inclusion of our Title I instructor and our LLMF intervention specialist. The increase to our base services via classified staffing is 95% with the inclusion of additional support aides in the classrooms and increases to food service providers and para educators. The increase to base services via material support and technology is greater than 100% with the purchase of tablets and supplemental instructional materials to support students both in distance learning and in-person instruction.