

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.]

Peak Prep is a non-classroom based school that serves their students 100% virtually. We have an enrollment of 435, 389 General Ed students 46 Special Education students, 101 Free/Reduced Lunch students, 10 McKinney-Vento students, 3 Foster Youth students and students.

Peak Prep educates students from three counties including Ventura, Kern, Santa Barbara and Los Angeles Counties.

We've continued to stay open since the Governor's Executive order. There has been a minimal impact on the day-to-day operations and experiences for our families. There was a financial impact due to the limitation on ADA claimed. As a result of staying open, we increase enrollment by 150 students. As a public school, we must accept our students and serve them well. We have hired additional staff to meet needs of the additional enrollments and still serve all students, including our students with a unique need. After we enrolled students and hired the needed staff, we were informed by the state of the changes in the ADA claim.

Peak Prep Pleasant Valley has planned its budget for the 2020-2021 school year to accommodate the growth and support for all student

Stakeholder Engagement

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

Peak Prep offers stakeholder engagement through meetings, surveys, emails and received phone calls. As a result of the COVID-19 Pandemic, we initiated engagement opportunities with our families and community. We do not have a bargaining unit. Stakeholder Engagement included:

We presented a number of opportunities to staff for feedback.

We have reached out to all students to give them an opportunity for feedback.

We have reached out to our parents/guardians early summer and late August to give them an opportunity for feedback. In addition, the survey is still open.

We have held a public hearing and board meetings for others, including the community, to have the opportunity for feedback.

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

All meetings for feedback were held virtually, via Zoom. Peak prep continues to offer office hours for phone calls, receipt of emails, and options to complete surveys.

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

Survey from families, students, and faculty are summed up below:

Students:
The majority of students felt supported by their teacher.
The majority of students felt their homeroom teacher cared about them and their learning
The majority of students felt like this was the right environment for them.
The main areas of improvement that were common were more tutoring opportunities, in person field trips, and a bigger variety of elective courses.

Parents:
There was an overall satisfied rate of 4.5 out of 5.
The majority of guardians felt their voices were heard.
There was a lot of positive feedback on homeroom teachers and teacher communication and support.
The main areas of improvement were common were more tutoring opportunities, parent resources/support, and all classes at one time.

Teachers:
There was a 100% satisfaction and return rate.
They were all excited to return to school
The main areas of improvement was for courses to be spread out, more opportunities for team meetings and participation, and better SIS

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

There were a handful of things we added/changed due to stakeholder feedback:

1) We moved from 2 classes per term to 6. This allows for a better variety of courses and gives a clear start and end date. In addition, it

provides more opportunity for student engagement. With that being said, for the students who need 2 courses at a time for flexibility or academic-risk, we can provide that flexibility and individualize their student load.

2) We added features to our learning management system that allows for feedback and progress reports. There are two main features: pre-test and progress meter. The pre-test will provide teachers and students an understanding of what content and concepts a student has mastered within a subject. This allows for re-teaching to fill learning gaps or support our gifted students.

3) We added more tutoring opportunities. Each teacher has an additional hour to their schedule for intervention. Beyond the live lessons, they now have an hour blocked for tutoring and an hour blocked for intervention. Any student may attend by may be required to come as well.

4) We added more elective courses.

5) We added additional resources for unique needs. Along with our pretest, we added MAP (Measure of Academic Progress), Raz Kids I social emotional learning courses, & MyPath (description below).

6) We added a school Psychologist and additional counseling for additional services.

7) We fine-tuned our homeroom teacher structure to spread out student monitoring and engagement. This allowed for more homeroom teachers (mentors) and to ensure more student engagement monitoring.

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 due to future school closures.]

As a non-classroom based school, we do not offer in-person classroom instruction

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

Description	Total Funds	Contribu
N/A—There is no in-person instruction as a non-classroom based school	[\$ 0.00]	[Y/N
N/A—There is no in-person instruction as a non-classroom based school	[\$ 0.00]	[Y/N

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, 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.]

Since we have remained open, and our setup has not changed, there has been no transition to distance learning. All students, including unduplicated population, have access to our accredited and A-G approved virtual curriculum along with access to our faculty. All instructional resources are available to all students within their appropriate grade-level content. Furthermore, all our students have access to supplemental resources that include support for English Learning (i.e., translations in native language), a curriculum that may be modified for students with learning disabilities, Social Emotional Learning courses, and academically at-risk needs (diagnostic assessments and individualized learning).

Furthermore, our students are assigned to a homeroom teacher that provides additional communication and support. Our homeroom teachers are designed to follow our students' overall academic progress and gain insight into the student's individual needs. In addition, they are the bridge in communication between the family and the school.

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.]

Students are provided Chromebooks if needed. It will have the technology resources installed, along with the necessary licenses to access the curriculum. In addition, the homeroom teacher follows up with families to make sure they have everything they need for accessing the courses. If not, the homeroom teacher puts in a request for technology needs.

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.]

Peak Prep uses an online curriculum that is aligned with standards. Exams, lessons, and assignments are already embedded in the program. Our teachers will provide live lessons to enhance the curriculum and instruction. Teachers will also evaluate the assignments for patterns of struggle and provide additional live lessons where needed.

The time value of pupil work is not only aligned by the online curriculum but also assessed by the credential teacher. Teachers will document the work sample. Since many of the assignments are already embedded into the platform with due dates, homeroom teachers will assess engagement through login times and live lesson attendance. The online platform (LMS) tracks students and informs the homeroom teacher who is behind, on pace, and ahead.

In addition, teachers provide live lessons that allow real-time checking for understanding. When a teacher sees within the live lesson (or during independent work), they will encourage students to come to office hours. Content teachers and Homeroom teachers provide office hours that give additional support. In addition, homeroom teachers communicate with families weekly to see if there is any additional support that may be needed for the student.

Lastly, we have our special education team that will also be working with their students with learning disabilities and a McKinney-Vento Liaison that supports and follows up with our homeless population.

Distance Learning Professional Development

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

We provide ongoing teacher and administrator professional development to support our various populations of students.

This includes best practices for EL, quality EL instruction and engagement, Growth Mindset, McKinney-Vento training, evidence-based special education strategies for teaching students with learning disabilities, human trafficking awareness.

Furthermore, we provide administrators training on supporting staff and visiting/observing virtual classrooms. What to look for in quality EL instruction and engagement, differential instruction, and other supports for pupils with unique needs.

Multiple hours of training have been provided to our team to support them in navigating our student information system, Learning Management System, and other components that are needed to prepare them for their school year effectively. Once set up, additional training will be provided in assessing students with the diagnostics and how to read and execute a student's academic plan.

Through a collaborative approach, we will also be introducing to our staff protocols and identification of evidence of distress. Homeroom teachers will interface and know the process of identifying students who are in need or show a pattern of behaviors of SEL and communicating out the need to our counselors.

Staff Roles and Responsibilities

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

As a non-classroom based school, our staff roles and responsibilities have already been aligned with virtual learning and, therefore, have changed as a result of COVID-19.

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.]

We provide a variety of additional support to assist our pupils with unique needs.

EL Support:

- 1) Raz Kids (comprehensive reading resource) and Raz Kids EL
- 2) Translation in the curriculum with multiple language options
- 3) Provide multiple exposures to vocabulary. Research indicates that "front-loading" or pre-teaching vocabulary before a lesson helps make content more accessible to students.
- 4) Higher-order thinking skills such as analysis, evaluation, and application are embedded throughout each course.
- 5) Provide explicit instruction
- 6) CTE Pathways.
- 7) Intervention Hours held by Teachers

Foster Care:

- 1) Social-Emotional Learning courses
- 2) Access to counselors
- 3) Access to full curriculum and technology
- 4) Continuity, they can continue to work with Peak, even if there is a change at home.
- 5) CTE Pathways

Homelessness

- 1) School Liaison
- 2) Continuity
- 3) Social-Emotional Learning courses
- 4) Access to counselors
- 5) Access to a full curriculum, technology, and CTE Pathways

Gifted Students

- 1) Access to honors and AP
- 2) Dual Enrollment
- 3) CTE Pathways

Special Education

- 1) Embedded tools to provide read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize the content.
- 2) Enotes tool to help students synthesize information and record questions and observations in a digital notebook
- 3) Course customization tools for faculty to enable them to modify the curriculum to meet student's needs.
- 4) Guided Notes and printable worksheets to allow for a more active role and reduce cognitive load while working through lessons.
- 5) Direct Instruction
- 6) CTE Pathways.

Although these are some examples of supports that were implemented for our students with unique needs, all students can benefit from them and have access, if needed.

We track and measure through various means. For example: SELPA online tool, SIRAS, progress reports, counselors, online curriculum online pacing guides, IEP meetings, homeroom teacher support, family login and support, student's support team, collaboration time (tea meetings), PLC meetings, LMS reports, and data analysis reporting.

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

Description	Total Funds	Contribu
CTE Pathways—additional elective courses that provide career and technical experience and training.	\$ 10,000	Y
My Pathways –a supplemental resource to pinpoint academic learning gaps and provide students with instruction and tools to fill those gaps.	\$25,000	Y
A curriculum that allows more visuals, pre-tests, and provides instructional tools that will support all students (Note-taking, transcript scribe, translation, etc.).	\$6,500	Y
Psychologist and Counselor—Additional staff to provide alternative support beyond the academics.	114,776	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 year including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

There are multiple ways we address pupil-learning loss for all our students.

- 1) Through our MyPath intervention program. This supports gaps in reading and mathematics. We will continue to measure through the program.
- 2) MAP and I-ready Diagnostics. It's a personalized diagnostic that pinpoints learning gaps in mathematics, reading and language usage; in addition, it helps drive an individual learning plan. Students will take the diagnostic multiple times throughout the year to reassess and show potential growth.
- 3) We have pretests in our courses that allow for us to know what content that needs additional teaching and allows for gifted students to move forward.
- 4) There are K-5 supplemental resources that support learning loss as well: Raz Kids and IXL. These standard-based resources allow for measurement of knowledge while providing an individualized plan for students.
- 5) We also have counselors and homeroom teachers that will monitor student progress throughout the year.
- 6) In addition, we have our SST and Reclassification processes in place.

1. Peak uses supplemental resources to measure academic progress like Raz kids, IXL, I-ready, MAP. These resources are designed to provide additional support in filling learning gaps.
2. Peak has and will provide staff professional development and training opportunities to use these resources and how to drive further instruction.
3. Each student is provided with a homeroom teacher to follow up with families, students, and school teams on academic progress.
4. MyPath is an online learning intervention program for middle and high school students that offers data-driven differential instruction in math and ELA.
5. MAP (Measure of academic progress) is an online diagnostic that pinpoints learning gaps. The assessment will provide prescriptive learning paths, personalized instruction for intervention, remediation and enrichment opportunities, and monitor progress.
6. Pathblazer is a K-8 personalized intervention program that provides supplemental instruction and content to help build foundational skills in math and ELA while providing data and targeted instruction for teachers.

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 address learning loss and accelerate learning progress through Edgenuity MyPath and Pathblazer. MyPath is an intervention program for middle and high school students that offers data-driven differentiated instruction in both math and ELA. We will use the data reporting features to monitor student progress and provide intervention or acceleration when needed. Through MyPath, we are able to pinpoint gaps, provide personalized instruction, and monitor progress. Pathblazer is our intervention program for grades K-5. This program provides supplemental instruction that builds on foundational skills. The testing functionality allows us to identify where students are struggling and provide the targeted instruction needed to close the learning gaps. We will accelerate learning by providing supplemental assignments and more challenging coursework. These strategies and actions can serve all 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.]

- Multiple areas will measure effectiveness:
- 1) Increased engagement (attendance, submitting work, progressing academically).
 - 2) Increased scores on diagnostic assessments throughout the year
 - 3) Increased credits in high school.
 - 4) Increased communication amongst teachers and families.
 - 5) MAP and I-ready dynamic reports on student progress

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

Description	Total Funds	Contributed
Social Emotional Learning Courses	\$6,990	Y
I-ready –A diagnostic assessment and tool that provides TK-5 students individualized instruction based on each one's unique needs	\$1,320	Y
Raz Kids and Raz Kids ELL-- provides comprehensive leveled reading resources for students	\$1,500	Y
Measure of Academic Progress (MAP) - A diagnostic assessment and tool that provides 6-12 students individualized instruction based on each one's unique needs	\$7,000	Y

Description	Total Funds	Contrib
Homeroom Teacher, Counselor, and Psychologist support—Allows for additional academic, emotional, and social support for individual students.	\$1,446,172	Y
IXL—is a learning resource to help students master skills at their own pace through fun and interactive challenges.	\$3,300	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.]

Peak has and will provide multiple avenues to support mental health and social and emotional well-being by:

- 1) Provide Social Emotional Learning courses. All students have access.
- 2) Provide all students with a homeroom teacher that helps support, monitor, and track students.
- 3) Provide all students with access to the school Psychologist and Counselor
- 4) Provide professional development for faculty regarding mandated reporting, human trafficking, McKinney-Vento, SEL courses, suicide prevention, and more for teachers.

Peak monitors students through the students' team members: Homeroom teacher, Sped Teacher, McKinney-Vento Liaison, Counselor, and content teacher.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered re-engagement 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.]

As a non-classroom based school, we have an independent study and missed assignment school policy. Along with the Master Agreement this addresses the procedure and steps taken when a student is missing assignments and not engaged.

Peak outreaches and engages pupil and families in their native language by:

- 1) Weekly progress reports emailed to guardians and student.
- 2) The ability for guardians to monitor attendance and student progress 24/7
- 3) Weekly newsletter from the Principal
- 4) Re-engagement calls, texts, and emails from administrators, content teachers, and homeroom teachers.
- 5) Mandatory meetings for students that are academically at-risk and/or not engaged
- 6) SEL Courses that are designed for re-engagement

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.]

Our school is 100% virtual learning. As a result of the COVID 19 Pandemic, families now have access to community resources. We will provide local resources to our families on our website for nutritionally adequate meals along with other resources academically, physical and socially/emotionally.

Ventura:

- 1) <https://foodshare.com/covid19/>
- 2) <https://www.vcoe.org/meals>

Los Angeles:

- 1) <https://covid19.lacounty.gov/covid19-2-2/children-and-families/>

Kern:

<https://kern.org/2020/03/18/2019-novel-coronavirus-information-and-resources/>

Parent and Family Resources:

- 1) California Department of Education has compiled a list of resources to support students in crisis:
cde.ca.gov/ls/cg/mh/studentcrisishelp.asp
- 2) Support sessions for all ages: globalteletherapy.com

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

Section	Description	Total Funds	Contribution
Social-Emotional Learning (SEL) Courses	It provides a variety of supplemental social and emotional support for students who may need additional support.	\$6,990	Y

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
16.40%	\$429,194

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 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.]

All actions and implementation are designed to center around all our students. Students under unique populations are provided additional resources to support them. However, since these resources are designed to meet their needs and provide additional support, they are available to all students. This allows for fluid implementation and equal access.

For example:

- 1) Increase in Homeroom teachers with lower student/teacher ratio. This allows teachers to monitor student engagement and academic progress for our students.
- 2) Lower Counselor loads. This allows for support to students who made it emotionally, socially, or academically.
- 3) School Psychologist. This is an excellent resource for all our students, especially students who may need an assessment per their IEP or our foster/McKinney-Vento students who may need extra support.
- 4) Provide diagnostic assessment to measure academic performance

5) Pre-tests in the curriculum to gain insight on prior knowledge and gaps that needed to be addressed.

When making and implementing resources, we consider the impact on our students from unique populations. The idea is to implement resources that would benefit those unique populations and, in turn, support all students.

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

As previously mentioned, we are increasing many services to help our students, especially our foster youth, English learners, and low-income students.

- 1) Psychologist
- 2) Increased counselor availability
- 3) Increased Resources like MyPath, Purposeful Prep (SEL courses), Raz Kids EL, Pretesting
- 4) Homeroom Teacher ratios lowered to provide additional support and academic follow up to a smaller group of students