

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
Loleta Union Elementary School District	Autumn L Chapman Superintendent/Principal	achapman@loleta.org 707.733.5705 Ext. 100

General Information

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

The COVID-19 pandemic affected the community of Loleta resulting in the closure of the district on March 16, 2020. Loleta Unified Elementary has a community composed of two Native American Reservations and local dairy lands. We have a 48% native american population, a 30% Hispanic/Latinx population and a 12% white population. We are a 92% low socioeconomic group. Our entire school is in the extreme at risk range for susceptibility to the virus. Because of the sensitivity to COVID, both Reservations went into lock down from March until July. In a phone survey given to all families in May (significant proportion of people responded- 75% of our families). Of this 30% wanted distance learning for all, The remainder of the families were split 35% for a Hybrid model and 35% wanted a full return. The teachers originally supported a hybrid model but due to an increase in COVID cases in our area, the teachers shared they felt safer going with a 100% distance learning model with a review after 6 weeks. After reviewing all the data and the community's concerns, the Board felt it was safer to remain in 100% distance learning, but to allow small groups of students on campus practicing our Public Health regulated plans. We have been facilitating extra support and interventions for our homeless, foster youth, Special Education students and EL students. We were able to achieve connectivity for all families, although limited depending on their location. Every family has at least one chromebook per two students and a hot spot. However technical difficulties have been consistent and we have had to develop other strategies to facilitate better connectivity and instruction as discussed later. The COVID 19 shutdown of our economy, in addition to the shutdowns of the Reservation has resulted in significant decreases for job opportunities for our community, decreased economic sustainability, and decrease in an already impacted socially economically disadvantaged community. Furthermore, we have performed a second survey to inform our Board review of the situation and our community is divided. Half our Three of our ten instructors wish to remain in 100% Distance learning and there is a ratio of 3:2 of our community wish to return in some form to in-person learning to remaining at 100% distance learning. Our district plans to offer both to support our parent wishes but having three staff members unwilling to be on campus with students has created a substantial predicament. Our Distance learning connectivity has improved and will continue to improve as the chromebooks and hotspots we have ordered and are gradually coming in will bring our students to a 1:1 ratio of computers to students. Teachers have participated in professional development about Distance Learning and are consistently improving.

Stakeholder Engagement

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

A monthly stakeholder meeting during which discussions about the impact of COVID on our students and community is a main topic on the agenda has been happening since March until the present.

The stakeholder group is comprised of local community leaders including: parents, leaders from both of the tribes, staff from HSU our local University, a member from the Humboldt County Office of Education, a Hispanic liaison, a certificated teacher and one to two classified staff members. We are working to recruit more active parents and students to the group.

Monthly ELAC meetings beginning in September. Our numbers as a school do not require our having a formal ELAC program but we feel it is an important part of our school culture to have as many voices validated and heard. We have monthly Board meetings in which we discuss Covid, what we are looking to spend money on and the direction the school is taking.

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

The Board and stakeholder meetings are held via zoom, the link is attached to the agenda and the agenda is placed on the website, in addition to being posted locally on site and in the Google Classrooms for staff to access.

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

Stakeholder Groups emphasized equity. This resulted in purchasing 50 Chromebooks and a borrowing desks program. We had 1 chromebook per family with 2 per 3 student family, but we understand from feedback through our various stakeholders groups that this is not enough and we need 1:1 with more hotspots being available. Our goal is to have a hotspot per student in terms of data.

Our student support team continually gives us feedback. Because of this feedback, we developed a protocol in which if a student does not make the mandatory class meeting, the teacher will then use every means they have available to reach that student that day. If unsuccessful, they send the student's name to the student support team which then does the same and may do a house visit to the family's home. They will keep at it until contact is made. The purpose is to discover what has prevented the student from connecting and fixing the issue.

Extended time through the summer with chromebooks and hotspots was asked for and happened this past summer. The idea to give more support to teach online access was given and our response to implement a Tutoring bus where classified staff provide support to all students. Through more feedback we discovered that certain youth programs were in need of more help with the homework so we have assigned two aides to go and give homework help at the reservation from 8:30 to noon daily.

The teachers have requested from the board to have small groups on site to provide extra supports and personal one to one instruction for our special needs populations: Homeless, Foster Youth, EL students, students with IEP's and 504 plans. This has also grown to doing a bus run daily to pick up some of our Kindergarteners, first and second graders and older students who have difficulty participating. Our first/second grade teacher is running Response to intervention (RTI) groups to help mitigate lost time. Our EL coordinator, SPED team and counselor are going to student houses to do "sidewalk talks." The instructor sits in a chair on the sidewalk and gives assistance on a specific

schedule. The bus delivers tutors to various areas of Loleta on a set schedule or by appointment to offer assistance home as well as bringing students to the campus. Finally, for better access, we have extended our wifi to the street in front of the school so students may come with their parents and sit in their cars to do their work if their Internet is spotty.

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

Stakeholder Groups emphasized equity. This resulted in purchasing 50 Chromebooks and a borrowing desks program. We had 1 chromebook per family with 2 per 3 student family, but we understand from feedback through our various stakeholders groups that this is not enough and we need 1:1 with more hotspots being available. Our goal is to have a hotspot per student in terms of data. Our student support team continually gives us feedback. Because of this feedback, we developed a protocol in which if a student does not make the mandatory class meeting, the teacher will then use every means they have available to reach that student that day. If unsuccessful, they send the student's name to the student support team which then does the same and may do a house visit to the family's home. They will keep at it until contact is made. The purpose is to discover what has prevented the student from connecting and fixing the issue. Extended time through the summer with chromebooks and hotspots was asked for and happened this past summer. The idea to give more support to teach online access was given and our response to implement a Tutoring bus where classified staff provide support to all students. Through more feedback we discovered that certain youth programs were in need of more help with the homework so we have assigned two aides to go and give homework help at the reservation from 8:30 to noon daily. The teachers have requested from the board to have small groups on site to provide extra supports and personal one to one instruction for our special needs populations: Homeless, Foster Youth, EL students, students with IEP's and 504 plans. This has also grown to doing a bus run daily to pick up some of our Kindergarteners, first and second graders and older students who have difficulty participating. Our first/second grade teacher is running Response to intervention (RTI) groups to help mitigate lost time. Our EL coordinator, SPED team and counselor are going to student houses to do "sidewalk talks." The instructor sits in a chair on the sidewalk and gives assistance on a specific schedule. The bus delivers tutors to various areas of Loleta on a set schedule or by appointment to offer assistance home as well as bringing students to the campus. Finally, for better access, we have extended our wifi to the street in front of the school so students may come with their parents and sit in their cars to do their work if their Internet is spotty.

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.]

While the board decided to open school at 100% distance learning, we are continue to offer small group instruction for our special population group. In addition, we are focusing on providing RTI to students in Kindergarten through 2nd grade, as we have seen the biggest learning loss with this group due to the pandemic and school closure. Our Special Day class continues 1:1 instruction daily for our special need students. We are hoping to open soon in a hybrid model with cohorts of 10 students maximum coming for in person instruction. Any student who wants to continue with 100% distance learning may do so as well with synchronous learning occurring. All Public Health recommendations are in effect with all students asked to wear masks and student desk guards in place for the younger and special needs students. We have spent the first few weeks back at school assessing our students for learning loss and the teachers have modified their curriculum to account for this and help all students to move forward. A lot of project based work is in the offing to help with this. Students will be on campus 2 days a week and Distance learning 3 days a week. All days are modified and early release. We will also have our after school program running concurrently with school to help families with child care issues. Along with this the district is offering child care options for the staff to facilitate their attendance in school. We are creating an "out-door" classroom where students can study with their devices and be outside.

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

Description	Total Funds	Contributing
PPE Supplies to ensure student safety through 9/1/20.	\$4,590	
Facilities/Custodial expenses related to COVID through 9/1/20. Staffing and supplies.	\$2,679	
Educational Supplies for teachers to run their classrooms and signage for safety around campus - through 9/1/20 10 Classroom Air Purifiers& replacement filters (2 years) Outdoor Umbrellas (Qty. 7) Cement Picinic Tables (Qty.4) 6 ft. Folding Picinic Tables (Qty. 8) Canopy Tents (Qty. 3)	\$11,512	

Description	Total Funds	Contributing

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.]

Reopening work group was established in July that was comprised of Teachers, Classified staff and community members. This group worked on our reopening plans to establish a learning continuity plan. They reviewed curriculum to ensure all standards were met and the teachers participated in professional development to support the implementation of the curriculum. The teachers will meet weekly to continue to review and discuss best practice implementation and articulation between the grades. Student's weekly education packets is available for pick up and delivery every week. These packets are personally delivered to student houses.

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.]

As a school, in March we had 30 Chromebooks for 100 students. We were able to get 24 additional Chromebooks in the Spring through a GoFundMe Campaign allowing all families access to one device. Additionally, we ordered 20 internet hot spots to provide students with internet access. Our need is for 50 additional Chromebooks and 4 more hot spots, we plan to use Learning Loss Mitigation funds to fill this need and to support the ongoing costs of the current 20 hot spots. With the increase of technology we will need additional tech support. The increase use of zoom and teachers providing distance learning on site the broadband size had to be increased for the school. As we move to the hybrid model, it will still entail 3 days of Distance Learning for the students so technology is of the utmost importance still. We were able to secure an additional 25 chromebooks for earlier delivery to help shore up the distance learning gaps sooner and have on campus chromebook availability. Students are being provided with head phone with microphones and can borrow desks to work at from the school if they so choose.

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.]

Teachers are holding mandatory daily meetings via Google Meets and Zoom where they offer synchronous instruction. Some teachers are video taping their lessons and making them available for students to access for asynchronous instructions in addition to projects they do at home that are supported by the educational packets sent home weekly. All teachers have Google Classroom setup and have supported students with troubleshooting and using the program. Should a student not check in at one point during the day, the teacher will reach out via phone call to inquire about what supports are needed for the student to be successful. If the teacher is unsuccessful in contacting the student or family, we have two student support coordinators who go to that students home or work to connect with the family to inquire how they can support the student to be successful. The tutorial bus travels to each of our main community areas where our students live, our instructional aides reach out and provide support to students that struggled to get online and to tutor them with their current assignments. Beginning in September, a bus will pick up our students in Kindergarten through 2nd grade that need additional support and bring them to campus for additional RTI support with an instructional aide. The teacher of the students will be in charge of the implementation and assessment of the student's program and progress. At a recent check in staff meeting the average daily login was approximately 95%. One of our newest teachers is still working on student access with help from the support team and reports 75% student participation in meetings, but 90% in homework participation at some level.

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.]

Teachers participated in a two day professional development opportunity provided by HCOE on distance learning and other online professional development. We have access to a certificated coach to support our teaching staff with distance learning and distance learning platforms. Our staff will continue to attend online professional developments in Distance Learning as they become available.

Staff Roles and Responsibilities

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

Increased staff by hiring a distance learning manager who is logging the devices that have been checked out.
Cafeteria duties increased due to packaging and food prep, a student worker was hired to help offset some of the overtime hours staff were putting in.
Increased custodial time for sanitization
Certificated teachers are spending additional time prepping to ensure the distance learning program is implemented effectively and increased time communicating with families to make sure all students needs are met.

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.]

Our population is 32% Special needs. Through feedback we discovered that certain youth programs were in need of more help with the homework so we have assigned two aides to go and give homework help at the reservations from 8:30 to noon daily. The teachers have requested from the board to have small groups on site to provide extra supports and personal one to one instruction for our special needs populations: Homeless, Foster Youth, EL students, students with IEP's and 504 plans. This has also grown to doing a bus run daily to pick up some of our Kindergarteners, first and second graders and older students who have difficulty participating. Our first/second grade teacher is running Response to intervention (RTI) groups to help mitigate lost time. Our EL coordinator, SPED team and counselor are going to student houses to do "sidewalk talks." The instructor sits in a chair on the sidewalk and gives assistance on a specific schedule. The bus delivers tutors to various areas of Loleta on a set schedule or by appointment to offer assistance home as well as bringing students to the campus. Finally, for better access, we have extended our wifi to the street in front of the school so students may come with their parents and sit in their cars to do their work if their Internet is spotty.

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

Description	Total Funds	Contributing
Chromebooks Other Technology - Hot Spots, Wifi Booster, Laptop,	\$27,936	
Supplies Purchased – 20/21	\$687	
Curriculum Purchases	\$	
Staffing increases: Staffing - Student Support Coordinator - summer hours Staffing - Support with office/tech/bus support - summer hours Staffing - Receptionist increase 0.05 FTE COVID Support Staffing- Aide to assist in ASES during the day.	\$7,475	

Description	Total Funds	Contributing
Cafeteria Supplies through 9/1/20 Staffing - Cafeteria support - 0.4 FTE Contribution from GF to support cafeteria program for students through December 31, 2020	\$44,871	

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.]

The first few weeks of school were spent doing assessments ISL, Dibbles, and Core Learning in appropriate grade level bands. District-wide common assessment is ISL, it will be used to identify the increase and decrease in skill level from last year to this year. In mid September we will be using the RTI model to help mitigate any learning loss. Beginning in September, our bus began picking up our students in Kindergarten through 2nd grade that need additional support and bring them to campus for additional RTI support with an instructional aide and the teacher. The teacher of the students will be in charge of learning implementation and assessment of the student's program and progress, as we have seen the biggest learning loss with this group due to the pandemic and school closure. We continue to offer daily small group instruction for our special population groups. Our Special Day class continues 1:1 instruction daily for our special need students and is moving to increase the time by increasing the class sizes to teach the special needs students how to interact with each other. Our psychologist, continues to run assessments of our new and youngest students to ensure we have in place all the necessary interventions each student needs to be successful.

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.]

The first few weeks of school were spent doing assessments ISL, Dibbles, and Core Learning in appropriate grade level bands. District-wide common assessment is ISL, it will be used to identify the increase and decrease in skill level from last year to this year. In mid September we will be using the RTI model to help mitigate any learning loss.

Beginning in September, our bus began picking up our students in Kindergarten through 2nd grade that need additional support and bring them to campus for additional RTI support with an instructional aide and the teacher. The teacher of the students will be in charge of learning implementation and assessment of the student's program and progress, as we have seen the biggest learning loss with this group due to the pandemic and school closure.

We continue to offer daily small group instruction for our special population groups.

Our Special Day class continues 1:1 instruction daily for our special need students and is moving to increase the time by increasing the class sizes to teach the special needs students how to interact with each other. Our psychologist, continues to run assessments of our new and youngest students to ensure we have in place all the necessary interventions each student needs to be successful. After assessments are finished SST's held, the student support team meets weekly to determine how interventions are working and further needs for intervention if any.

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.]

We are measuring participation, feedback from the parents and guardians for our subjective measurements. Our objective measurements will be using common tools such as Common Core assessments, IXL, Dibels and other computer programs shared reporting systems.

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

Description	Total Funds	Contributing
Increased staffing for additional RTI support and tutoring.	\$16,351	
Transportation costs for the tutoring bus and meal delivery through 9/1/20.	\$1,244	

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.]

Staffing for social emotional has been increased because the staff and parents recognize the impacts of COVID and have the social emotional well being at the forefront of our priorities.

This staffing includes:

Counselor on site 3 days a week, time was increased from 0.5 FTE to 0.6 FTE to help with the impacts of COVID. On the days she is on campus, she holds meetings with students outside following all of the safety protocols imposed by the school. She is also available for on call by students and family's.

Two social worker interns working with students for social/emotional support.

Student Support Specialist and Student Support Coordinator to act as student liaisons to support our wraparound effort to support all families.

The school has an open call policy where families can call any of the following staff members at any time: Superintendent, Secretary, bilingual Receptionist, School Counselor,

The website has a link for all students to access that is posted weekly by the School Support Specialist.

Weekly the staff have a self care check in to see if there are any resources the staff need or any stresses they would like to express or share.

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.]

We developed a policy in which teachers have mandatory check ins daily with their students in many forms; Google Meets, phone calls, and Google Classroom.

Should a student not contact the teacher in one of these forms throughout the day, the teacher will call or text the family to do a welfare check for the students, especially our homeless and foster youth.

If the teacher is unable to make contact, our Student Support Coordinator and Specialist will be notified and they will do a welfare check and assess any need that need to be met.

A partnership has been developed with a local preschool to bring curriculum to students that would not have attended school without the collaboration.

ELAC meetings have been scheduled in September to assess needs our Hispanic population.

We work in partnership with the Loleta Community Resource Center on campus to increase our outreach and family supports in the area.

The teachers meet weekly to continue to review and discuss best practice implementation and articulation between the grades. In a recent survey our parents (we had 72 responses representing 85% of the community) reported the following:

Regarding the frequency of communication: 1.4 % felt we had too much 81.5% we had just the right amount and 16.7% felt we needed more

Regarding the clarity of the msgs: 58.1 % usually clear 29.7 sometimes clear 12.2% sometimes unclear 0 % very unclear

The methods reported being used to communicate included: Google classroom, REMIND, Class Dojo, Texts and Phone calls.

From this data we recognize the need for even more work on communication. We translate all written documents into Spanish and provide translation at meetings as needed.
 We have established a website which is updated several times in the week.

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.]

In preparation from moving from 100% distance learning to a Hybrid model, the cafeteria manager has created a system with a box worth of 5 days of meals.
 We have hired a 0.4 FTE work study student to help with the increase work involved with packing and preparing the boxes.
 Our Student support team delivers these meals weekly during the tutoring visits to the various areas around Loleta using a house to house basis.
 Extra money has been spent on preparing, transportation, storing and packaging of food.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Updated communication systems to better communicate with all stakeholders.	\$150	
Mental Health and Social and Emotional Well-Being	Summer Support coordinator position from 7/1/20-8/20/20	\$1050	

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Increase School Counselor 0.1 FTE to a 0.5 FTE	\$1,455	
Stakeholder Engagement		0	

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
36.43%	\$285,757

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.]

- *Maintaining instructional aids in the classroom.
- *Reducing food uncertainty.
- *Supporting foster youth with a number of services including a regional liaison.
- *Continuing to provide a bilingual aide and EL coordinator for our EL students
- *Securing a service to assist us in translating materials into Spanish.
- *Providing for additional administrative costs for supports for our unduplicated students.
- *Continuing with Positive Behaviors and Supports (PBIS) implementation and supporting our School Climate Director.
- *Supporting unduplicated students with increased secretarial staff services: personal calls home for reminders, attendance, support for parents, behavior and positive interventions.

*Increasing and maintaining technical access for our unduplicated students.
*Maintaining field trips that connect these at-risk students with their community.
Without the additional Supplemental/Concentration Grant this additional assistance would not be possible.

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