

**LOLETA UNION SCHOOL DISTRICT**  
**BOARD OF TRUSTEES MEETING AGENDA**  
Location: Loleta Elementary 700 Loleta Drive, Room 8



Date: September 24, 2020

Time: 5:30 PM

**1.0 OPEN SESSION:**

1.1 Roll Call

**2.0 CONSENT CALENDAR:**

2.1 Approval of the Board Minutes from September 10,2020

**3.0 PUBLIC COMMENT:**

3.1 Comments are limited to three minutes per speaker and total a conversation about any topic shall be limited to 20 minutes per board regulation.

**4.0 INFORMATIONAL ITEMS:**

4.1 Superintendent's Report- Survey Results

4.2 School Board Member Appointments- Letters of Intent

**5.0 ACTION ITEMS:**

5.1 Public Hearing for Instructional Materials EC 60119 Resolution approval

5.2 CSI Plan approval

5.3 Approval for Learning Continuity and Attendance Plan

5.4 Decision on when, if and how LES plans to reopen for in-person teaching

**6.0 CLOSED SESSION:**

6.1 Personnel

6.2 Negotiations (no negotiations to report)

**7.0 OPEN SESSION: (Actions made in closed session must be announced)**

**8.0 ANNOUNCEMENTS:**

**9.0 FUTURE AGENDA ITEMS: Next meeting October 14, 2020**

**10.0 ADJOURNMENT:**

Autumn Chapman is inviting you to a scheduled Zoom meeting.

Topic: Board Meeting September 24, 2020

Time: Sep 24, 2020 05:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us04web.zoom.us/j/74215489250?pwd=NGRMOThXRI96b1BaajhmSWJUaXRmUT09>

Meeting ID: 742 1548 9250

Passcode: tvud8h

**LOLETA UNION SCHOOL DISTRICT**  
**BOARD OF TRUSTEES MEETING AGENDA**  
Location: Loleta Elementary 700 Loleta Drive, Room 8



Date: September 10, 2020

Time: 5:30 PM

**1.0 OPEN SESSION:**

1.1 Roll Call [JOHN SIMMONS, CHRISTINA PEREZ, GLENN S](#)

**2.0 CONSENT CALENDAR:**

2.1 Approval of the Board Minutes from August 13,2020 [GS motioned to approve, CP 2nd - Motion passed](#)

2.2 - Approval of the Board Minutes from August 14, 2020 [GS motioned to approve, CP 2nd - Motion passed](#)

**3.0 PUBLIC COMMENT:**

3.1 Comments are limited to three minutes per speaker and total a conversation about any topic shall be limited to 20 minutes per board regulation. [LETTER'S READ BY AUTUMN CHAPMAN REGARDING NOT OPENING VS OPENING FAWN LOPEZ, LISA STEPHENSON, MICHELLE LUCIER, Yohanna Castillo, Maria Herrera, community input received from Zoom participants: Sarah Strehlow, Kurt Rasmussen, Alyson Strong.](#)

**4.0 INFORMATIONAL ITEMS:**

4.1 Superintendent's Report

4.2 Stakeholders' Meeting Report- Stakeholders next meeting is September 9 meeting minutes will be an addition at the Board Meeting ([TALKING ABOUT THE NEW LCAP \(Learning Continuity Attendance Plan\). LISA SEND OR ADD TO DRIVE THE NOTES FROM THE MEETING; Sandy will be sharing and then they will be updated.](#)

4.3 ASB and PTO Reports not begun

4.4 School Website- Walk through and ask for input. [Need to check into difficulties accessing the website. All said they liked it. Want a teacher portal which is in the planning stages.](#)

4.5 School Climate Report

4.6 Discussion regarding School Board Member Elections [JS asked all interested parties to write a letter of intent to be given to the Board on September 24th meeting. GS and CP both verbally confirmed they wished to stay.](#)

4.7 Public Hearing for Instructional Materials EC 60119 [Public viewing on website and available in person with Public Health precautions in place. ACTION ITEM FOR NEXT MEETING](#)

4.8 Learning Continuity Plan Public Hearing (Waiting on report 9.8.2020) [Suggestions to purchase \( Hepa Filters, Outdoor Classroom, MARQUEE .\) JS suggested getting prices and moving to an action item at the next board meeting and making a public notice for more suggestions.](#)

**5.0 ACTION ITEMS:**

5.1 Warrants approval MOTIONED TO APPROVE - GS motioned to approve, JS 2nd -All in favor; Motion passed

5.2 Unaudited Actuals Report/Approval (Our budget was adopted in July, this is a report of what funding we actually have.) MOTION TO APPROVE - GS motioned to approve, CP 2nd -All in favor; Motion passed

5.3 Homeless Education Policy Approval (Waiting on report 9.8.2020) GS motioned to adopt, CP 2nd - All in favor; Motion passed

5.4 Review and decision about moving to the Hybrid Model for Reopening DO ANOTHER SURVEY WITH TEACHERS, STUDENTS AND PARENTS. Motion to move decision to September 24 meeting, JS Motion, GS 2nd, All in favor; Motion passed

5.5 Approval for teacher certification waiver from the state GS Motion, JS 2nd, All in favor; Motion passed

5.6 Gann Limit Resolution 20-09 Motion to pass - JS Motion, GS 2nd, All in favor; Motion passed

5.7 MOA for language instruction in coordination with the Wiyot Tribe - Discussion about responsibilities of the school especially if they the Wiyot Tribe does not get the grant. JS Motion, 2ND GS All in favor; Motion passed

**6.0 CLOSED SESSION: 7:50**

6.1 Personnel

6.2 Negotiations update

6.3 Superintendent's evaluation 2019 -2020

**7.0 8:30 returned to OPEN SESSION: (Actions made in closed session must be announced) Superintendent evaluation accepted. Motion by JS, 2nd by GS All in favor; Motion passed**

**8.0 ANNOUNCEMENTS:**

**9.0 FUTURE AGENDA ITEMS: Sept 24, 2020**

9.1 Instructional Materials Resolution Approval

9.2 Learning Continuity and Attendance Plan Approval

**10.0 ADJOURNMENT: 8:32 pm**

Zoom Link:

Autumn Chapman is inviting you to a scheduled Zoom meeting.

Topic: Board Meeting

Time: Sep 10, 2020 05:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us04web.zoom.us/j/73389124036?pwd=WlQweFArTXhmWVJScGNFNWQrM2hHZz09>

Meeting ID: 733 8912 4036

Passcode: AnFn9J

## Analysis of Staff and Community Surveys Regarding to School Reopening

09-22-2020

The staff survey was answered by 19 of our staff of 25 representing 76% of the staff.

10 Teachers 9 Classified

Question regarding Student return to In person Learning or continued Distance Learning-									
Teachers			Classified				Totals		
Hybrid	Full	Distance	Hybrid	Full	Distance		Hybrid	Full	Distance
3	2	5	3	2	4		6	4	9
In-Per		Distance	In-Per		Distance		In-Per		Distance
5		5	5		4		10		9
*****The staff is split regarding In-person and Distance learning of any type.****									

The on-line Survey for our parents and community represented 71 community members, in addition 2 teachers for a total response of 73.

In-person (Hybrid)	100% Distance Learning	2 Teachers (1 for distance and 1 for hybrid)	
59.7%	40.3		Conclusion 3:2 In person to Distance learning.

Other analyses of questions:

Comfortable on Campus.					
Teachers		Classified		Totals	
Yes-7	No-3	Yes-7	No-2	Yes-14	No-5
Need a modified schedule.					
Yes-5	No-5	Yes-2	No-7	Yes-7	No-12
Conclusion: Of the people needing modifications in their schedule, 2 were teachers who were uncomfortable and would not come to campus. 2 were classified who are not comfortable and would not come to campus.					



Community Survey Frequency of Communication				
Too Much 1.4%		Just right 81.9%		Not enough 16.7%
Clarity of messages from LES				
Usually clear- 58.1%	Sometimes clear 29.7%	Sometimes unclear 12.2%	Very unclear 0	
Methods Used to communicate- Please see graph				
Google classroom	REMIND	Class Dojo	Text	Phone call
Amount of school work each week appropriate for the student				
Right amount 76.7%		Too much 16.4%		Not enough 6.9%





# Coming Back to School in the Hybrid Model Survey for Staff

The Board will decide on September 24 whether we will return to school. We are polling our community to determine how people are feeling about the change from 100% Distance with small groups coming on campus to either our hybrid model plan or full return with all students attending who wish to return. We will simultaneously offer 100% Distance learning for those whose parents do not want them to return.

\* Required

1. I feel that the students should : \*

*Mark only one oval.*

- continue with 100% Distance learning with small groups on campus.
- return with the hybrid model we planned. Those that wish to continue with 100% Distance learning can do so.
- all return, for 100% in person learning with those that wish to continue with 100% Distance learning can do so.

2. If students return for in person learning in any form, \*

*Mark only one oval.*

- I feel comfortable returning to my normal schedule being on campus.
- I am not comfortable returning to my normal schedule, and will not come to campus.
- I am comfortable returning to my normal schedule but find child care prevents me from returning.

3. I am \*

*Mark only one oval.*

- a teacher.
- a classified staff member.

4. If I have a childcare issue \*

*Mark only one oval.*

- I am open to working something out with the district. (Bringing your children to school?)
- I will work something out independent of the district to be able to come to school.
- I need a modified schedule.
- I will not return to school

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Timestamp	I feel that t	If students	I am	If I have a childcare issue
2020/09/1.	return with	I feel comf	a teacher.	I will work something out independent of the district to be able to come to school.
2020/09/1.	all return,	f I feel comf	a classified	I will work something out independent of the district to be able to come to school.
2020/09/1.	all return,	f I feel comf	a teacher.	I need a modified schedule.
2020/09/1.	return with	I feel comf	a teacher.	I need a modified schedule.
2020/09/1.	continue w	I am comfc	a classified	I am open to working something out with the district. (Bringing your children to school?)
2020/09/1.	all return,	f I feel comf	a teacher.	I will work something out independent of the district to be able to come to school.
2020/09/1.	return with	I feel comf	a teacher.	I will work something out independent of the district to be able to come to school.
2020/09/1.	continue w	I am comfc	a teacher.	I need a modified schedule.
2020/09/1.	return with	I feel comf	a classified	I am open to working something out with the district. (Bringing your children to school?)
2020/09/1.	continue w	I am comfc	a classified	I need a modified schedule.
2020/09/1.	continue w	I am not cc	a teacher.	I need a modified schedule.
2020/09/1.	all return,	f I feel comf	a classified	I am open to working something out with the district. (Bringing your children to school?)
2020/09/1.	return with	I feel comf	a classified	I will work something out independent of the district to be able to come to school.
2020/09/1.	continue w	I am not cc	a classified	I am open to working something out with the district. (Bringing your children to school?)
2020/09/1.	return with	I am comfc	a classified	I am open to working something out with the district. (Bringing your children to school?)
2020/09/1.	continue w	I am not cc	a classified	I need a modified schedule.
2020/09/1.	continue w	I am not cc	a classified	I am open to working something out with the district. (Bringing your children to school?)



# Parent Survey Distance Learning Verses Hybrid

Loleta Elementary School is looking to transition to a Hybrid learning model where students come to school in small cohorts 2 days per week and receive online instruction 3 days per week. We would like your thoughts on this potential learning model.

1. 1. Name (Optional)

---

2. 2. Please list the grades of your students?

*Mark only one oval.*

- TK/K
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

3. 3. How many students do you have attending Loleta Elementary School?

*Mark only one oval.*

1

2

3

4

5

4. 4. If you had a choice of learning models, what would you choose for your child starting in mid October 2020?

*Mark only one oval.*

Hybrid (Students come to school in person, on campus, in small cohorts 2 days per week, and online instruction 3 days per week.

Distance Learning (Students learn online through Google Classroom)

5. 5. What is your opinion on the frequency of Loleta Elementary School's communication with families?

*Mark only one oval.*

Too much

Not enough

Just right

6. 6. What is your opinion of the clarity of messages from Loleta Elementary School including teachers and office?

*Mark only one oval.*

- Usually clear
- Sometimes clear
- Sometimes unclear
- Very unclear

7. 7. What methods are used to communicate with your child's teachers?

*Check all that apply.*

- Google Classroom
- REMIND
- Class Dojo
- Text
- Phone call

8. 8. The amount of school work each week is appropriate for my child?

*Mark only one oval.*

- Yes, it is the right amount
- No, its too much
- No, its not enough

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# Parent Survey Distance Learning Verses Hybrid

78 responses

[Publish analytics](#)

## 1. Name (Optional)

55 responses

Toni Anello

Fawn Lopez

Enrique Coria

Carbajal

Heather Nyberg-Austrus

Wright

Claudia Munoz

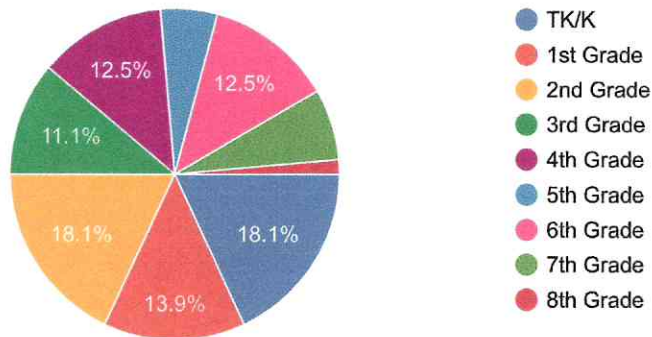
Robert Viveros

Janis Sanderson



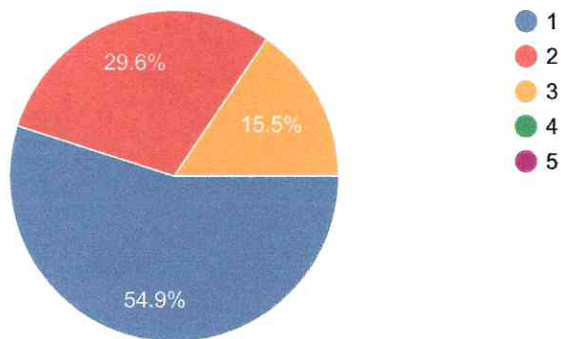
### 2. Please list the grades of your students?

72 responses



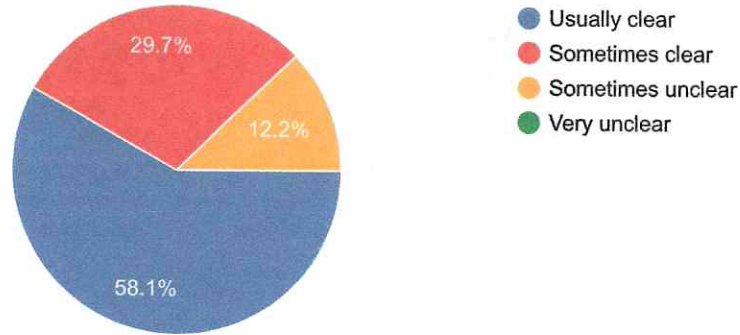
### 3. How many students do you have attending Loleta Elementary School?

71 responses



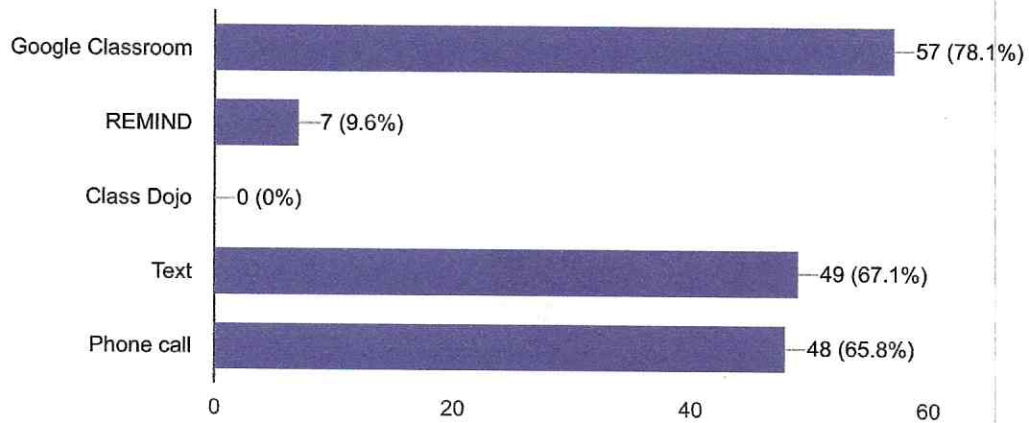
6. What is your opinion of the clarity of messages from Loleta Elementary School including teachers and office?

74 responses



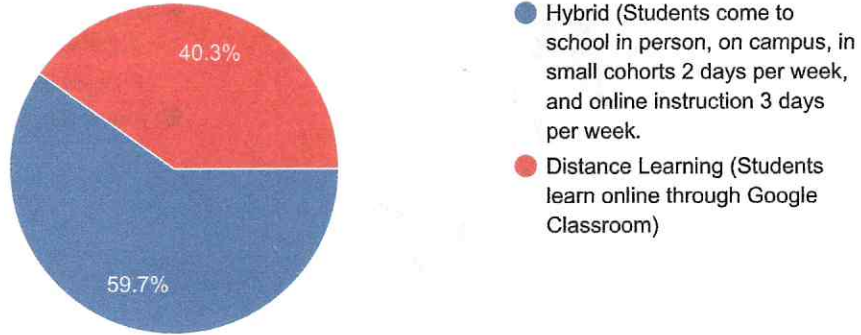
7. What methods are used to communicate with your child's teachers?

73 responses



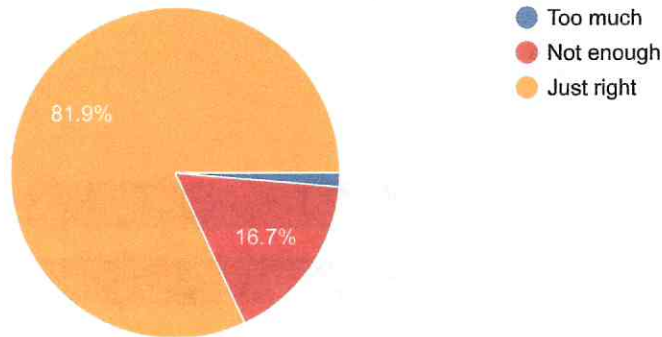
4. If you had a choice of learning models, what would you choose for your child starting in mid October 2020?

77 responses



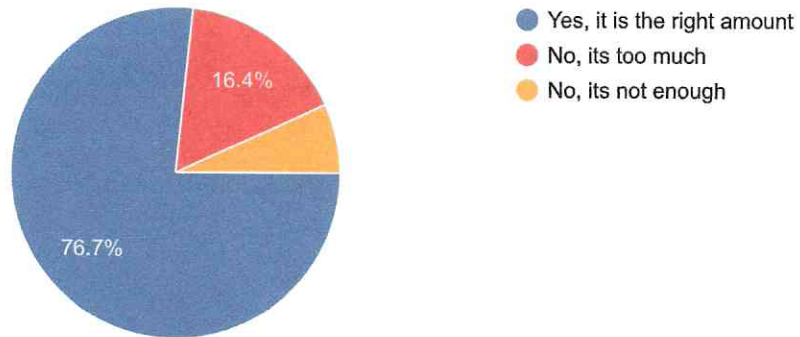
5. What is your opinion on the frequency of Loleta Elementary School's communication with families?

72 responses



### 8. The amount of school work each week is appropriate for my child?

73 responses

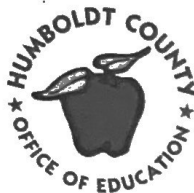


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Resol. 20-10

August 31, 2020

**MEMORANDUM**

To: District Superintendents and Business Managers

From: Corey Weber, Director of Fiscal Services *CW*

**SUBJECT: INSTRUCTIONAL MATERIALS PUBLIC HEARING REQUIREMENT**

EC Section 60119 requires that local governing boards hold an annual public hearing and adopt a resolution (see attached) stating whether each pupil in the LEA has sufficient textbooks or instructional materials in reading/language arts, mathematics, science, and history-social science aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the SBE.

*The requirement for this hearing is that it be held on or before the end of the eighth week from the first day of class. It is important for school districts to hold their hearing early and not wait until the eighth week of school, because, if insufficiencies exist, a school district will have very little time to remedy the insufficiencies identified at the hearing. A district's compliance with EC 60119 is subject to verification by the district's auditors.*

Information including resolution and certification samples for Instructional Materials are available at the following web address: <http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp>, items 43-48 in the FAQs.

If you have any questions, please feel free to contact me at 445-7066. Thank you.

CW:hg



**Education Code Section 60119**  
**Suggested Resolution on Sufficiency of Instructional Materials**

Note: The following suggested language may be used by governing boards to certify compliance with *Education Code* Section 60119 (as revised by Chapter 704, Statutes of 2006 and California Code of Regulations (CCR), Title 5, Section 9531). In order to be eligible to receive instructional materials funds, the governing board of each district and county office of education is required to hold an annual public hearing and adopt a resolution stating whether each pupil in the district has sufficient textbooks or instructional materials in specified subjects that are aligned to the academic content standards and consistent with the content and cycles of the curriculum frameworks adopted by the state board.

Governing boards that have met the requirements of *Education Code* Section 60119 and have also certified compliance with the Instructional Materials Funding Realignment Program (IMFRP) requirements regarding provision of adopted standards-aligned instructional materials for all students (*Education Code* Section 60422) may spend 100% of any remaining IMFRP funds from that year's allocation for other approved purposes.

**RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL MATERIALS:**

Whereas, the governing board of LORETA Union ~~district~~ ~~county~~ office of education, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on SEPT 10, at 5:30 o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

**FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS:**

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and:

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Please note LES has piloted the wholistic curriculum for TK called "Big Day", being put up for adoption by Board.
- Mathematics: Board adopted curriculum "Go Math" for K-6 and "Big Ideas Math" with supplemental curriculum.
- Science: All grades are piloting the state common core 2019 - 2020 EEI curriculum and supplementing with Science Weekly and Houghton Mifflin materials previously adopted by the Board. Other online programs supporting science are Mystery Science, Science Buddies, Generation Genius, Mosa Mack Science and various other contemporary supplementals such as Scholastics.Brain Pop Jr, Razz Kids, Brain Pop EL
- History-social science: The state common core EEI curriculum integrates science and social studies. All social studies programs are guided by the common core standards and professional development given to the teachers from local tribal sources, and teachers augment the base curriculum with Studies Weekly, Scholastics and project oriented curriculum based on the standards.
- English/language arts: LES is working on piloting Fountais and Pinnell. Redwood Writing Project has worked with teachers on developing writing standards. Teachers are teaching writing using Handwriting Without Tears and common keyboarding programs.Houghton Mifflin practice books are also used to teach ELA in the lower grades. Reading Mastery and "We Teach Kindness."

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes and;

Therefore, it is resolved that for the 2020-2021 school year, the Loleta Union district has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

- Ayes:
- Nayes:
- Neither:
- Absent:
  
- Motion:

\_\_\_\_\_  
Representative for the Board    Date

\_\_\_\_\_  
Representative for the District    Date

## **LES CSI Plan 2020-2021**

The LESD was identified as a Comprehensive Support and Improvement (CSI) district based on our data from the California Dashboard. The District is in the red for the 2017-2018 and 2018-2019 years for chronic absenteeism with levels of suspensions in the yellow for 2018-2019 (it had been in the red during the 2017-2018) . To better understand the cause of these issues and to coordinate with our LCAP development, meetings were held with various local stakeholders (Bear River Tribal Council, LES Stakeholders, Wiyot Table Bluff Tribe, English Language Acquisition Council, and the Community) to share and exchange ideas about the causes of these issues. A collaboration with HCOE was developed, and the process using scientific analysis for school improvement began. A “root cause analysis” was performed with stakeholders, the LES staff and the students.

To address the findings of the root cause analysis and the CSI requirements, a plan was developed and implemented with the school Board and staff aware and giving feedback as they occurred.

Improvement of the School Climate was identified as one of the critical aspects of possible causation that needed to be addressed according to the root cause analysis. The team broke School Climate down to be addressing two aspects that could be addressed using the CSI funds: social/emotional support of students of trauma and the development of a culture of restorative practices and support. Improving student/teacher interactions, staff/community interactions, and student/student interactions was the first year’s major focus. The second focus was developing student and teacher awareness and practice of strategies for student’s needs for self-regulation. The third focus was the implementation, support and practice of a culture based on restorative practices in all parts of the school as well as developing interfaced wraparound services by connecting the community, family, staff, and students to create a seamless support system.

Addressing chronic absenteeism is requiring a change in school climate. Emphasis on coaching teachers regarding relationship building with students and correct behaviorist techniques began by using a consultant (former administrator) behaviorist once a week. This role beginning in March 2019 was meant to build capacity by modeling and problem solving with teachers appropriate behaviors towards student behavior; coaching teachers in the class on curriculum integration, standards and best practices using the coaching feedback cycle designed to build capacity for teacher-student interaction development academically and thereby improve culture. The role changed in the fall to a temporary full-time position filled by a consultant/coach Special Education instructor who worked to establish a deeper learning, building capacity and giving the support needed for all staff. This role focused on behavior dynamics and how to properly work with students from trauma. The emphasis was to teach and practice strategies that allow teachers and students to understand self-regulation and the power of a restorative climate. This role

included the instruction for the Sensory Room where all students and teachers learned about self-regulation techniques and deepened understandings among all groups where behaviors originate in the body and how loss of control can be avoided. Further supported by an on campus psychology intern, the two worked in partnership to support students and staff in controlling outbursts of behavior. The Zen Den recorded an average of 17 students per day and by the second half of the year, the Sensory room had become part of individual behavior plans for a number of high risk students. With the further support of these students with our on campus behaviorist, we saw a decrease in students in the hallway and behavior outbursts in the classroom.

A second temporary role was developed addressing social/emotional behavior interactions and relationship building through the implementation of restorative culture. This temporary consultant has worked to connect families, community, stakeholders, children and staff together to create comprehensive and integrate wraparound services for the school and its children; organizing and teaching our current staff to develop systems which better support our students and their families. Restorative cultural practices were brought to all students through the practice of circles in the classroom and taught to teachers as strategies for engagement and culture building. The Teachers received 12 hours professional development in Love and Logic for Educators in August before school started and continued this for 2 hours a month through December by this consultant. A social/emotional curriculum was also being taught that modeled change in interaction between students and demonstrating how improved relationships with teachers and students is a priority and thus changing the culture of the school to becoming more welcoming. Developing a common language and consistency through the lessons, coaching and practice over the year will bring about the building capacity and permanency for the cultural changes we wish to bring about in the school and thereby decrease chronic absenteeism.

To complete the building of capacity, the CSI funds were also being used to train and support the psychologist intern described earlier in the missive.

### **Monitoring and Evaluating Effectiveness**

All CSI schools completed interim reports identifying our progress in meeting goals associated with California School Dashboard outcomes. Additional supports and interventions have been identified and clarified at the state level. Classroom visits, observations, attendance records, SWIS data, and school/community climate surveys will be used to determine efficacy of our plan. The Four Interim reports have been filed with the state, and we have finished the 2019-2020 funds.

### **Plans for 2020-2021 CSI funds**

The Board, Stakeholders and Staff have been kept informed of the new plan development through reports at our Board meetings. Our chronic absenteeism did not decrease as we would have anticipated but extreme behaviors have decreased with fewer outbursts in the classrooms. As we discovered with our analysis of the many causes of chronic absenteeism, the team felt adding a depth to school through an enrichment program making school more enjoyable to come to would encourage student attendance and thereby decrease absenteeism. This year's focus will be on two goals: 1. Continue what we have set into place with the practice of wraparound services interacting with the community and their needs; building relationships. We plan to do this through a temporary position Student Support Coordinator. This person will also work to bring the cultures of the area to the school and encourage more parental involvement. The second temporary position will focus on use and maintenance of the Zen Den and Sensory Room. The position of Student Support Specialist will act to continue supporting teachers, staff and students on a daily basis with personal interactions through the lens of decreasing trauma and encouraging continued use and education of self-regulation using the Zen Den and Sensory rooms. Finally supporting more time with our behaviorist/psychologist for personal coaching at all levels.

2. Increase the academic enrichment offered by the school. This will happen through a series of temporary positions. We have funded an art aide who works to support staff, teachers and students to bring art projects and enrichment activities to the school. This coupled with Spanish instruction to bring cultural enrichment and validation to the Spanish Community. We have recently entered into a partnership with the local Wiyot Table Bluff Tribe to bring instruction of the Wiyot language to the school. LES in their partnership with the Loleta Community Resource Center have developed a gardening education program using the two mature garden areas at the school to excite students and families to attend school. In two recent hires, we now have an adult who wishes to teach dance and dance activities and the other new hire could develop a music program. Two of our teachers are working to integrate art into their lessons. The afterschool program is bringing STEAM and coding to its program. With the Covid money we have been able to bring our student computer ratio to 1:1 which opens a new world when it comes to improving academic prowess, which creates success making our students feel better and we hope improves their motivation to come to school. We envision have hourly rotations of enrichment activities at the end of each day during which these enrichment activities will be held.

Presently we are on a 100% Distance learning program but the hope is to have more students back on campus so we can begin implementing these amazing programs. All the staff mentioned above continue to do outreach and support for our students and their families by coordinating wraparound services for them through the pandemic.

Expenditure	Description				Totals cost			To Date
					158000			
Enrichment staff: Abbie Perrott (art); Candice Russ (Spanish)					68624.92	89375.08		
Zen Den -Student Support Coordinator- Sara McLennan					34375	55000.08		
Student Support Specialist- Ana Diaz					40000	15000.08		
Wellness behaviorist: Sandy					15000	0.08		
					0	0		

# 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 Classroom Air Purifiers& replacement filters ( 2 years) Outdoor Umbrellas (Qty. 7) Cement Picinic Tables (Qty. 3) 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.

## **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	\$7,475	
Cafeteria Supplies through 9/1/20	\$44,871	

Description	Total Funds	Contributing
Staffing - Cafeteria support - 0.4 FTE Contribution from GF to support cafeteria program for students through December 31, 2020		

## 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. One of our purchases we hope to be a computer marquee for the front of the school to replace the movie theater style one we have at present to make the community directly aware of activities and real time notices of school information.

## 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	

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Summer Support coordinator position from 7/1/20-8/20/20	\$1050	
Mental Health and Social and Emotional Well-Being	Increase School Counselor 0.1 FTE to a 0.5 FTE	\$1,455	
Stakeholder Engagement	A Community Electric Marquee will be installed to increased communication with families.	\$30,000	

## 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.]

**Stakeholders Equity Committee Meeting**  
**September 9, 2020**  
Notes

**Participants:** Rose Hernandez (Parent), Daphne Osell (7/8 Teacher), Meredith Oram (HCOE/HSU Equity and Inclusion Director), Autumn Chapman (Superintendent/Principal), Linnea Nelson (Equity Education Staff Attorney ACLU-Northern California), Sandy Radic-Oshiro (School Psychologist)

**Learning Continuity Attendance Plan.** Autumn shared the state requirements for a Learning Continuity Attendance Plan. She also discussed the use of COVID funding. The purpose of the funding is to address COVID19 to provide health and safety equipment for all students and staff; address communication needs with the community regarding students in connectivity with distance learning, professional development for teachers regarding distance learning best practices and providing food for all students.

At LES, COVID funds have been utilized for the following:

- Technology:
  - Purchased 50 Chromebooks so that the school will be 1:1
  - Extended Wi-Fi to the street to give students more access
  - Hot spots for students in outlining areas
  - IT services with Ferndale Tech to address Chromebook and technology issues
- Sanitation Supplies:
  - Personal Protection Equipment
  - Purchasing sanitation supplies
- Personnel:
  - Student Support Specialists to coordinate with families and provide tutoring
  - Increased custodial services by .5
  - On site services for English Language Learners and students with Individual Education Plans
  - Bus Transportation: There is a bus picking up students at 8:30 am to bring students to school for special education services and then taking them home.
  - First grade class is currently being assessed to determine targeted interventions to assist them in Response to Intervention (Rt)
  - Tutoring bus to Bear River Rancheria and the Wiyot Tribe
- Office (Signage and copies)
- Cafeteria (packing of food)
- Mileage Reimbursement
- Professional Development for teachers:
  - Teachers attended a two training before school started on distance learning techniques

There is some funding remaining that Autumn asked for input (approximately \$100,000 needs to be spent by December 31, 2020)

1. HEPA filters for air movement in the classrooms
2. Outdoor Classroom (picnic tables with tents)
3. Electronic Marquee

There was a discussion of the need for a Student Information System such as PowerSchool or ARIES.

There was a discussion about the need for health and safety and Ms. Osell shared that old schools have funky ventilation systems. Since COVID19 is an airborne virus, HEPA filters would be a priority. Autumn shared that there are no needs regarding WI-FI or data storage. Curriculum needs are currently be addressed though other funding. Meredith shared that there will be an upcoming training (4 two hour sessions on Saturdays 10am-12pm) of Implicit Bias and the Four Dimensions of Racism training.

Autumn shared that the state requires a Homeless Children and Youth policy that Loleta does not currently have. The Stakeholders were provided with the policy and input was asked of Stakeholders.

Autumn shared that the school board will be meeting on October 5, 2020 to review distance learning and discuss options. Autumn explained the hybrid model which would allow for ten students per room. School would be out at 1:30 daily. Rose suggested that there be weekly communication with families about current cases and efforts of the community.