

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at

<https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

On March 13th, Humboldt County’s shelter-in-place order suddenly changed the lives of all of our families in the Green Point School District. In consultation with the County Office of Education, other Humboldt County school districts, and the County Health Department, the district closed its schools and began transitioning to distance learning. For the first week of the closure, instructional staff developed distance learning expectations, and the district distributed ChromeBooks to students who did not have them at home by personally delivering them. We surveyed families right away to determine whether they had access to internet, ordered hotspots to support any families without connectivity, and partnered with Internet Service Providers to offer no or low cost internet. By the second week, distance learning began and printed materials were made available to support all learners. The third week started Spring break. Immediately after break, the district began adjusting its grading policy and tracking students’ distance learning engagement. An administrator was assigned to contact any families from whom we were not receiving a response. The administrator set up support systems for these families to make sure they had all the tools needed to participate and fully engage. It was important from the beginning for us to approach this work through an equity lens. As they designed their COVID-19 response, Green Point administrators considered the many barriers to distance learning facing their highest need students and parents. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our families as partners in education. It has been essential to build a strong relationship with our families throughout this crisis. We have seen a large increase in families accessing our communications for information and in visits to our website.

Stakeholder Engagement

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

Since March, we have surveyed families to determine the best way to communicate with them through phone calls, text, and emails. Through the County Office of Education, we have also used built-in networks for support to locate homeless families and children in order to account

for every child within the district. If a teacher, principal, or parent reports a student experiencing any anxiety, our staff provided support. We have encouraged and shared practices to set up daily routines for students at home that mirror the school day as best as possible. For this school year, we held our back to school parent meeting and discussed safety protocols and campus expectations; parents were encouraged

to ask questions and give feedback. Additionally, we sent a letter home asking for input and family concerns. And the principal also conducted phone calls and sent emails with families to get feedback on access to technology, concerns about safety - basically how school year is going for their students.

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

We have used emails, phone calls, in-person meetings following COVID guidelines, and Zoom meetings to provide information and allow participation for our families and community members to contribute to the conversations and planning at Green Point SD.

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

Parents wanted students to be on campus as much as possible.
Parents were concerned about internet access and monthly service costs in our rural area.
Staff were worried about students falling behind in their academics with distance learning.
In fall, some families report that school is going well even though personal lives are crazy.
Parents primary concerns are around continued learning.

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

For GPSD LCAP, we know that learning is best facilitated through holistic awareness of needs. Anxiety, safety, academic progress are treated with equal weight as one can debilitate the other. Therefore, if a teacher, principal, or parent reports a student experiencing any anxiety, our staff provided and will to continue to provide support. We have access to trainings for self care through HCOE and promote that with our families and staff. We have encouraged and shared practices to set up daily routines for students at home that mirror the school day as best as possible which is documented as a successful approach to support our students.

In response to parent and staff input - along with permission from families, faculty, staff and public health official - GPSD established a hybrid teaching / learning model that has students on campus two days a week, recently adding a third day in October with board approval and as long as safe conditions do not change.

Also, in response to stakeholder feedback, we are using CARES (Coronavirus Aid, Relief, and Economic Security) Act funding in part to help alleviate the financial burden of internet service to our families. Also, this funding is being used to help pay for copies for instructional materials and computers for faculty and students. Having functional and versatile equipment staves off the burnout over access struggles keeping students, parents, and teachers focused on learning instead of worrying about how to access it.

(Green Point School District has provided multiple pathways for students to access learning throughout school closure and distance learning. We have created instructional plans for all students in grades K-8. These plans span all content areas. Teachers provide lessons and assignments that begin during in-person instruction and then supported in Zoom meetings during distance learning days. Most teachers are using Google Classroom, Zoom, Moby Max, ReadWorks as their platforms. Teachers are also checking in with students through phone calls, texts, and emails and use Zoom to provide face to face experiences such as direct instruction, read-alouds, and guided instructional practice. Since the shift to a remote learning model, Green Point’s staff members have continued to offer high quality instruction and support to their students through ongoing communication using a combination of learning management systems, email, phone contact, live video, posted

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digital learning resources, and printed materials. This encompassing approach has provided many methods for students to recover learning loss and reengage with school and new curriculum this fall.

Communication with families supporting our students has been critical as they have become, in the truest sense of the word, partners in educating their child like never before. District staff members have weekly contact with families to maintain contact and this has resulted in excellent attendance. We will be continuing this model throughout the year and continuing to offer the option of submitting technology support forms to our administrative team so we may assist them through any issues.

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.]

[Respond here] Our small rural school offers three days a week of classroom-based instruction along with outdoor education curriculum. This blended approach allows for real-time assessment of learning levels and potential loss. The team of teachers and aides work together to provide one-to-one instruction in all areas. Additionally, teachers and aides work with students via distance learning on Thursdays and Fridays assuring that each student receives live interaction and direct instruction even when at home. All of this is possible through planning, school design, and due to adherence to safety protocols.

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

Description	Total Funds	Contributing
Aide Position	\$8033.51	y
Curriculum	\$2679.32	n

Boxes	\$20.46	N
Air Filters	\$265.02	N
Health Supplies	95.66	n

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum 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.]

[Respond here]

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Whether at home or in-person for instruction, we use Zoom & Google Classroom platforms along with Kahoot! and Generation Genius, Mystery Science, Estimation 180, CNN 10 for other online content delivery. We primarily use physical textbooks for content and organizing delivery, and we teach central aspects of the curriculum while students are in classroom environment. We then continue to assist our student in finishing assignments while at home through Zoom meetings. Fridays are the days we teach science with Generation Genius and Mystery Science program. Again, using these tools and platforms in daily live instruction will mean that if students are required to return to the distance learning only model, they will be familiar with these learning applications.

District staff members created a robust parent and staff support, which includes a substantial quantity of standards-aligned lessons in all core subject-matter areas for all students; pre-kindergarten through eighth grade. These materials have been designed for use in two-week increments, with new resources added throughout the school year. For ease of use, one click access to these materials is available on all district-issued 1:1 devices. Printed versions of these learning resources have also been made available for drop-off by staff. District personnel provided professional learning for teachers and support staff in the transition to a distance learning model.

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.]

[Respond here] As soon as COVID closure occurred, all students were given Chromebooks for use at home. Additionally, administrators contacted families to determine who needed hotspots or additional access to internet services. At this time, free and no cost internet options are no longer available. CARES funding is being used to supplement family costs for internet access for the rest of the school year. If this is required next year as well, we will allocate funds as part of the district's annual budget. Also, as previously mentioned, parents have access to technology support forms to communicate needs to us if no one is available via phone call or email at that time.

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.]

[Respond here] As a small school, we are able to hold in-person instruction three days a week. Attendance is taken, and students are engaged from 8:15am - 2:30pm on those days. Regular formative assessments along with one-to-one instruction opportunities allow our teachers to assess progress and comprehension for each student. Additionally, our teachers check in via Zoom meetings and post-meeting phone calls with our students & families on distance learning days twice a week. Assignments and daily live interactions are calculated for both synchronous and asynchronous minutes weekly; our lead teacher notes this data using a monthly tracking form that is updated daily.

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.]

[Respond here] District personnel provided professional learning for teachers and support staff in the transition to a distance learning model last spring. Topics included the basic and advanced use of a learning management system, use of live video conferencing with students,

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creating screencasts, as well as the use of new platforms teachers and students are using during remote learning. Most of these learning sessions have been hosted by administration, but many were offered in coordination with the Humboldt County Office of Education - Continuity of learning and distance technology resources. Rosie Slentz, Learning Support Services Coordinator, is offering specialized trainings in online teaching/learning based on site needs. Additionally, teachers have been provided with new and / or refurbished laptops to facilitate flexibility in teaching remotely; there is a funding stream to continue to support this.

Staff Roles and Responsibilities

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

[Respond here] With transportation, drivers are required to abide by the following protocols: check that parents are accompanying students prior to boarding, temperatures are checked and recorded by driver, students must be masked, and are seated by cohort (family or neighborly pods). Once on campus, teachers are required to take temperatures and document them again before students may enter classrooms, and they monitor mask wearing practices and social distancing measures throughout the day. Custodial hours have been increased to maintain cleanliness and sanitization including playground equipment. The principal / superintendent attends an additional meeting twice a month to receive updated information from the county public health officer to assure that the school continues to be in compliance with any changing safety protocols. Also, principal and teacher created a site policy regarding any instance of non-compliance with COVID safety procedures.

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.]

[Respond here] We do not have EL, foster youth, or homeless students at this time. For our students with exceptional needs, we have take a team-based approach where everyone - administration, teachers, aides - in addition to certificated special education teacher provides support to students with IEPs or have other exceptional needs. This means shared responsibility in providing one-to-one Zoom learning sessions, supplementing curriculum with individualized support during in-person and any other means of daily live interactions, and creating copies of assignments and hand-delivering to families when necessary.

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

Description	Total Funds	Contributing
Technology Device Purchases to facilitate Distance Learning including Chromebooks, laptops, ipads and accessories	7254.32	Y
Class materials	\$612.93	N

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.]

[Respond here] Having a small campus, we are able to provide one-on-one assistance as we have a 3:1 student to staff ratio (or 2:1) on most days. Also, offering three days a week in-person instruction as opposed to most common state norm of distance learning model, we have been able to compensate in real time. Our teachers are very connected and aware of individual student progress and assignments are created for and often catered to each one. Pre-COVID our small school had that in place as sometimes there is only one student in a grade level. For our teachers and staff, this is the norm, not a COVID condition. Therefore, we continue to plan and teach with each student's ability and learning goals as the central focus. Additionally, our lead teacher committed to intensive professional development in the area of mathematics this summer which has resulted in new instructional strategies and preparation for standardized exams.

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.]

[Respond here] For our students with exceptional needs, we provide intensive instruction to meet the specific goals outlined in their IEPs

The use of e-learning supports such as Zoom, Google Classroom and Khan Academy will help with coordinating/facilitating learning loss identification by student and the provision of appropriate academic interventions. Self-paced programs that meet students where they are in the learning process and providing customized instruction/reteaching which is our normal operating procedure pre-COVID will help students to make up lost learnings. However, just as important as these programs and tools, will be the ability to provide sufficient staffing to support targeted/individualized student learning opportunities and ensure student/family comfort with the e-learning programs and other intervention offerings. To this end, the District maintains a paraprofessional who consistently works 30 hours a week at our school site. Further, the instructional schedule reserves the afternoons and Thursday/Friday for teachers to hold office hours, facilitate outreach to families, and provide targeted intervention. Low Income students and students with exceptional needs will be assessed for learning loss along with their peers, but will be prioritized to receive support from the certificated support teacher. Students with exceptional needs will also be evaluated for learning loss and provided targeted support via progress monitoring on goals, annual IEP meetings, amendments with families to address needs, goals, and services during Distance Learning.

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.]

[Respond here] Summative assessments and standardized state exams will be used in concert to measure in both short term and long term results. Using Common Core standards as our guide, we will take exam results and cross-reference with the expected learning outcomes

forth in IEP annually.

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

Description	Total Funds	Contributing
Curriculum to support learning	2497.78	y

Mental Health and Social and Emotional Well-Being

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

[Respond here] Student mental health and social and emotional well-being are priorities for our school. We work with outside agencies to support the behavioral and social/emotional needs of students. The Arcata Family Resource Center (FRC), the closest center to our site, continues to serve as resource for students and families, connecting them with resources and targeted supports based on student/family needs. Further, the District contracts with the SELPA for additional behavioral and social/emotional supports. Priorities for these SELPA supports will be different due to Distance Learning and this year will see the implementation of social skills groups and coping skills as a priority. To get a general sense of student mental health needs the District will be facilitating a Fall administration of the CA Healthy Kids Survey.

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.]

[Respond here] Pupil engagement is at a high at this time due in part to our three days a week in-person instruction, our high interest outdoor education, and structured distance learning days. This proactive approach has provided strong opportunities for each student to become and remain engaged in learning.

We are very aware of the importance of family support. In all areas but especially our isolated valley, online services have been the main way parents / guardians have accessed different supports. As in all communities, families and folks at home have become “teachers” during distance learning which was daily in the spring and now two days a week (Thursday and Friday). Humboldt Del-Norte SELPA (Special

Education Local Plan Area) provided every other weekly, drop-in parent support groups last spring. This fall, they are continuing to offer

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online supports (ex. Empowering Parents During COVID-19: Psychological Flexibility, Self-Compassion and Positive Parenting Practices) as it takes our entire community to help students engage in instruction. If a student fails to attend or engage in curriculum, we will meet as a team with the family to assess each situation and develop a support plan unique to each student. Again, our small rural school allows us to do this.

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.]

[Respond here]

As we do not have a lunch program at our school, Green Point School District partnered with a neighboring district and the County Office of Education in the spring to best utilize the resources they have available to distribute meals. Most students were able to access breakfast and lunches every school day via delivery by buses or staff drop off. For our outlying areas staff delivered meals weekly to span the entire school week.

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

Section	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and

Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.82%	\$31,378

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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.]

[Provide description here]

Our low-income students - almost our entire population of learners - are central in all decision-making which is informed by collecting regular input from students, families, and staff. First, we have provided technology (1:1, hotspots) and financial assistance for internet service to ensure reliable weekly connectivity for our two days a week of distance learning. Second, we continue to provide PPE to students when families cannot. These first factors are key to accessing all days of our hybrid teaching model. Third, by opening our campus up to three days a week in-person instruction (following COVID safety guidelines), our students have more consistent daily live instruction with our teachers and aides (certificated & classified employees) along with live contact with peers. This hybrid model - which includes an outdoor education curriculum - allows us to provide instruction, monitor progress, and maintain school/social connectedness.

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

[Provide description here]

As noted above, we have moved from two to three days a week in-person instruction. This increased interaction with students allows faculty, staff, and administration to improve the frequency of our observations to monitor progress, evaluate learning loss, and implement additional supports.

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