

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
Hydesville Elementary School District	Kevin Trone, Superintendent/Principal	superintendent@hydesvilleschool.org (707)768-3610

General Information

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

In March of 2020, the rapid rise of Covid-19 cases nationwide resulted in the closure of the district campus. Approximately 200 students and 20 staff members began learning and working remotely.

Within 48 hours of the closure being announced, Teachers had prepared packets for students to work on at home. Teachers did regular Zoom meeting check-ins with their classes, however the work sent home was largely asynchronous. Work was picked up on a weekly basis and the district tracked who did/didn't pick up their assignments weekly.

The district partnered with the local high school district and the neighboring elementary school district to continue to provide meals to families both inside the district boundaries and out.

Special education students received weekly targeted instruction remotely.

As we are transitioning into the start of the 2020-21 school year, the staff has been provided Distance Learning specific professional development to better support the learning needs of our students and families. All students will receive their core curriculum between 8:30am and Lunch through a combination of synchronous and asynchronous learning. After lunch, targeted supports and interventions will take place for students requiring additional instructional support.

Under the guidance of Humboldt County Public Health, the district has created site safety plans for the 2020-21 school year. Personal Protective equipment (PPE) has been purchased for students and staff, including face coverings (masks and shields), hand sanitizer, gloves, teacher desk barriers.

Stakeholder Engagement

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

Surveys:
 March 2020: HESD Family Survey

June 2020: Parent/Guardian Survey - Fall Reopening of Hydesville Elementary School District

June 2020: Staff Survey - Fall Reopening of Hydesville Elementary School District

August 2020:Hydesville Elemenary School Instructional Survey

August 2020: Hydesville Elementary School District Distance Learning Survey for the 2020-21 School Year

Meetings:

March - June: Weekly Certificated Staff meeting check ins and next year planning meetings

3-16-2020, 3-26-2020, 4-3-2020, 4-13-2020, 5-11-2020, 5-15-2020, 6-15-2020, 6-24-2020,7/13/2020, 8/10/2020, 8/24/2020: School Board Meetings

7/17, 7/22, 7/24, 8/7/2020 : Reopening Task Force Meetings

8/13, 8/14 : Voluntary Staff Reopening Planning meetings

August (as needed): HTA regarding MOU

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

Remote participation for School Board Meetings was facilitated through Zoom.

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

- (1) Social-Emotional Well Being: Feedback showed an overwhelming appreciation for the hard work of staff. Compliments were also paid to our teachers and administrators who tried to make frequent, meaningful, and timely check-ins with students which led to many families expressing gratitude for helping their child(ren) feel connected to their school despite the campus closures.
- (2) Academic Engagement: Many students - quite successfully - engaged at the level that was expected of them during crisis learning. However, most teachers report that some of our most vulnerable students went without any meaningful academic engagement for a sustained period of time and now worry about the student's success at the next grade level - a fear shared by parents/guardians.
- (3) Health & Safety: Stakeholders are universally concerned with one another's health and safety. Stakeholders expressed a desire for clear procedures and protocols to be developed and communicated in a timely manner. Some parents indicated that they do not want their child(ren) to return to campus until the pandemic has ended. Other families have expressed a need for school to reopen so they can work and their child(ren) can learn from experts.
- (4) Learning Loss & Academic Progress: While some students thrived in the personalized learning environment created by crisis learning, the majority Hydesville Elementary students did not. Consistently, parents/guardians and staff felt concerned that students did not make the adequate academic growth last Spring. Little if any new academic content was delivered in the Spring and adjusting on the fly to crisis learning was extremely challenging.

(5) Connectivity & Learning Environment: Some families reported that internet connectivity and device access was an issue. Of more concern was the home learning environment. Staff reported that some students were left unsupervised, leaving the oldest sibling to care for the younger sibling, making the learning environment challenging. Also, parent/guardians reported not always having a dedicated learning space for their child(ren).

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

Professional Development: Distance learning professional development will be aligned to focus on PD that will support and enrich student learning in a Distance environment. When on-campus learning resumes, staff will be provided additional training regarding the implementation of established district health and safety standards.

Self-Care: To combat the stress and anxiety caused by this global pandemic, students and staff will be encouraged to practice daily mindfulness. The staff will also be encouraged to strive to maintain a healthy work-life balance and to also learn about the symptoms of compassion fatigue.

Routines & First Days of School: Clear routines and remote learning norms, expectations, and agreements will be implemented with all students in all grades during the first week of school, providing students and their families the ability to experience remote learning success from the start of the school year.

Emphasis on Teacher-Student Relationships: A focus during the first weeks of school will center on the teacher-student relationship and learning how to design and make meaningful relationships/connections with students in a remote learning environment.

Attendance & Engagement: When a student misses a day of instruction, a staff member will make contact with that student/family. Home visits will occur for our habitually disengaged students.

Request for Assistance: Students and families will be able to complete an online Request for Assistance Form. Within 24 hours, a staff member from the appropriate department will contact the family member to best support their needs.

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.]

At this time, no direction has been provided by the Hydesville Elementary School District Board of Trustees to offer full in-person instruction. The Board has directed the Superintendent to move forward with return planning in a safe manner when possible.

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

Description	Total Funds	Contributing
In-person instruction could be provided - with priority in-person learning for our most vulnerable students (I.E.SWD/FY/EL) following safety recommendations outlined by the California Department of Public Health (CDPH) and the Humboldt County Public Health Department (HCPH). PPE and Safety supplies have been purchased to support in-person learning.	\$106,609	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

All instruction, regardless of the instructional model, will revolve around district adopted materials. As much as possible, teachers will be expected to take the successful in-person learning formula that was working pre-COVID-19 and modify instructional approaches to fit our distance learning instructional model. Daily, before lunch, all core subjects will be taught using a combination of synchronous and asynchronous instruction. After lunch, teachers will have open office time for students and families to request assistance and for interventions to be provided to students requiring additional supports (eg. SWD, EI, FY).

Core Growth assessments will be conducted at each grade-level (TK-3) to determine a baseline of academic proficiencies. The Core Growth report card will be used to monitor student progress throughout the school year. Older students will utilize STAR reading and math assessments to monitor progress, in addition to classwork and other standard methods.

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.]

The District has issued chromebooks to all families that have indicated a need for additional devices to support distance learning. Internet connectivity in Hydesville is a known struggle, in an effort to assist the District has provided hotspots to families.

The district will create a Request for Assistance form (RFA) for families to complete should additional internet connectivity issues arise and post this on the district website.

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.]

All students will be assessed at the beginning, middle, and end of the year to determine grade-level proficiencies as well as to inform which instructional strategies teachers implement when presenting new and review lessons. Student work samples will be used as one multiple measure when completing the end of trimester report cards. And interventions for students with disabilities, English learning students, or students below the grade-level time will be scheduled as appropriate and necessary to assist students requiring additional supports.

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.]

All staff will be trained in proper utilization of Zoom and the Google Classroom LMS in order to more effectively support student learning. The staff have also received additional Covid-19 specific trainings.

Staff Roles and Responsibilities

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

During distance learning, many staff members are electing to work remotely from home. When compared to Spring's crisis learning, balancing home and work responsibilities may require some adjustments . Instructional aides will be supporting students and teachers remotely. Foodservice, at the request of parents, is looking to change the meal distribution schedule to most effectively get lunches out to our families. The district librarian is working to allow families to reserve library books remotely, then schedule a curbside pick-up. Most every staff member is working to become more proficient with the latest educational technologies. And finally, some staff members will be asked - voluntarily - to perform additional health and safety duties.

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.]

El students: To meet the needs of English learners, TK-8 teachers will utilize identified systematic instructional strategies throughout their core curriculum.

Students with Disabilities: Supports will continue to be implemented as outlined in each unique Individual Education Plan (IEP) through a variety of instructional methods, materials, resources, and technological tools. Professional development for staff will be provided by the HDN SELPA. 2020-21

Foster and Homeless Youth: South Bay will continue our close partnership with the Humboldt County Office of Education to best support our McKinney-Vento and Foster Youth students.

Any technology or connectivity concerns will be addressed promptly to ensure the best distance learning experience possible.

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

Description	Total Funds	Contributing
In support of distance learning, professional development materials have been purchased and provided. Additionally, various remote learning platforms and supplemental curriculums have been purchased.	\$100,609	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The district's plan to address learning loss begins with all students taking CA Standards-aligned assessment to determine 2020-21 grade-level baseline proficiencies. Based on those results, and in correlation with 2019-20 end of Trimester 2 STAR Reading, STAR Math, and report card data, our intervention team will begin to schedule coordinated supports to take place regularly. Students identified for Trimester 1 targeted supports receive designated instruction and are regularly monitored. All students are reassessed at the end of each trimester and the process repeats itself.

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.]

English learners: all communications will be translated when required. EL students will receive both integrated support from their classroom teacher during all lessons.

Low-income: The district continues to assess and provide targeted supports for low-income students. Learning resources, such as manipulatives, will be provided to students to support students and families during distance learning.

Foster youth and Homeless: the district's Foster Youth / Homeless liaison will work to ensure the needs of these students and their families met. The District will work to connect families with agencies and to refer to community resources as needed. And enrollment in intervention program offerings is prioritized for our Foster Youth students.

Students with exceptional needs: all students with an IEP are supported to meet their goals through instructional methods, materials, resources, and technological tools. Professional development for case carries and support staff will be provided to help meet the needs of our students with exceptional needs.

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.]

The effectiveness of our learning loss services will be measured with pre and post-test data, using the multiple measures (eg. Core Growth, STAR Reading and Math, work samples, and IEP goals).

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

Description	Total Funds	Contributing
Students, families, and staff will have access to supplemental curriculum to personalize learning. The district will also work to provide supports and intervention to all identified students.	\$100,609	Yes

Mental Health and Social and Emotional Well-Being

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

The district will monitor and support the mental and social-emotional health of students and staff.

Staff: before the first day of instruction, professional development emphasized self-care and the signs and symptoms of compassion fatigue. Staff must first care for themselves before they can properly care for others. Self-care check-ins with staff will be conducted on an ongoing basis.

Students: social-emotional learning, as well as building meaningful relationships with the teachers and classmates is the primary focus of the first couple of weeks of the 2020-21 school year. The staff has also met in teacher teams where every student is discussed in depth to coordinate and schedule the needed targeted supports (individual and small group counseling, etc.) as early in the 2020-21 school year as possible.

Student feedback and check-ins are also key. Students will be given a distance learning feedback survey before the first month of instruction is complete. Their results will be used to enhance their distance learning experience.

Parents/guardians: Efforts, such as the Request for Assistance form located on the district webpage, will be made readily available to assist our families promptly.

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 is not engaging in instruction and is at risk of learning loss.]

Information regarding registration, safety and wellness, support services, meal distribution, and distance learning can be located at Hydesvilleschool.org. Embedded into the daily schedule is a time slot for teachers and specialists to contact students who did not engage that day. Additionally, intensive tiered interventions will be implemented for students who have missed more than 60% of instructional days during any given week. Interventions may include home visits, phone calls, parent contact from school staff, Sheriff wellness visits, and collaborating with various partner agencies for support services.

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.]

Distance Learning: grab and go meals are available for curbside pick-up. Meals consist of hot meals and/or pre-packaged bagged meals, and are available to all students. Distribution frequency has been based on parent preference. At this time the District is doing meal delivery in the mornings, but is evaluating based on need and parent preference.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Legal counsel was secured to assist with review and development of Memorandum of Understanding (MOU) with labor unit.	\$100,609	Yes

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
6.53%	\$72,346

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.]

Recognizing the trauma that foster youth and economically disadvantaged students are under will only be increased as a result of the impacts of COVID-19, additional social-emotional and mental health services will be readily available. In 2020-21, the district has continued to staff a school counselor to assist in student needs.. The Foster Youth Liaison prioritizes assistance and alignment of services for our foster youth and low-income families.

The district's foster youth, low-income, and English learners experienced the most difficulty obtaining ready and reliable internet connection. The district technology department, in coordination with the Administration provided, and continue to provide outstanding assistance securing hotspots to ensure that equity gaps have been eliminated.

Professional development opportunities targeted to respond to the unique needs of our foster youth, low-income, and English learners will be on-going in 2020-21, covering a wide range of topics including distance learning planning, positive behavior interventions and supports (PBIS), trauma-informed care in a distance learning environment, and multi-tiered systems of support (MTSS). These opportunities will be offered to staff members as they are available. Also, by strategically supporting targeted interventions, our most vulnerable students will have the social-emotional learning supports they need to best be able to access the academic curriculum.

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

Services for foster youth, low-income, and English learners are being increased or improved by using the research-based and evidence proven strategies mentioned above in the previous section.