

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.]

Immediately following the decision to close Kneeland School District, all families were contacted by email and phone calls to determine needs for devices, connectivity, food, and child care. All teachers contacted each student’s family to make a personal connection and further determine needs on the first day of the closure. Once needs were determined, they were quickly addressed.

The District utilized a combination of packet work and digital enrichment to meet the educational needs of students. Chromebooks were checked out to families who requested them and Zoom schedules were utilized to deliver curriculum support and enrichment opportunities. As part of the bi-weekly distance learning packets, current curriculum books, worksheets, and step-by-step instructions for hands-on STEM and STEAM activities were collected and sent home.

Maintaining communication with families was a top priority, as was addressing the social-emotional needs of our students. Teachers and administrators utilized a layered approach that included individual and mass notification texts and emails, personal phone calls, surveys, virtual 1:1 meeting, home drop-off of materials and snacks/lunches, and links to community services.

Administrators were available daily via text, emails, and phone to meet the developing needs of students and families. Staff provided technical support as needed.

All district staff monitored district and school communications for up-to-date information regarding school closures, instructional continuation plans, and Distance Education resources.

Stakeholder Engagement

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

Online surveys, emails, telephone calls, online meetings, letters home, the school Facebook page and website were used to communicate with students, parents, staff, and community members. A School Site Council Meeting and Board Meetings were held online as well as in-person. Devices were available for check-out at the site and free wifi was available at the school for those needed to park in the parking lot to access wifi.

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

Stakeholders were able to participate in public meetings online and/or by telephone. Devices were available for check-out at the school site and wifi was available throughout the school campus for those needing to access internet. Stakeholders could also contribute to the meetings by letter and/or email.

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

40% of families need assistance with devices and/or Internet access. 90% percent of parents want school to re-open in the Fall for in person instruction, and they support social distancing and mask wearing upon return. 10% percent of parents want to continue full time distance learning. All regular staff members want to return to on-campus learning in the Fall while all resource teachers would like to provide support through virtual venues. 100% percent of parents want paper packets with virtual opportunities for support including full classes provided via an online streaming program and a regular, daily routine of virtual support if they return to distance learning. 90% of Kneeland families have difficulty with internet connectivity due to the juxtaposition of the district and the in-district residences (weak to no signal available).

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

The district will make every effort possible for a safe reopening of campus; outdoor classrooms are being established and will be utilized as weather permits. Safety protocols are in place. Additional devices will be purchased; a booster will be installed to increase wifi coverage on campus to include the entire parking area. Teachers, administration, and instructional aides will schedule telephone contact time and a virtual streaming schedule to assist with paper packets in the home. A combination of paper packets and online instruction will be utilized.

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.]

The goal of the LEA is to provide on campus learning for all students, five days a week – outside when possible. Foster/homeless youth, students with IEPs, and students that have experienced significant learning loss due campus closures in the 2019-2020 school year will be identified and prioritized. (LEA does not have any EL students currently enrolled.) These students will be given extra one to one and small group instruction on campus or online/telephone if they will be using distance learning. All IEP minutes will be met regardless of distance versus on campus learning.

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

Description	Total Funds	Contributing
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A .25 FTE classified staff position will collaborate with HCOE to establish a viable virtual support program for both Resource support and for supporting students with distance learning needs for families who have selected distance learning while on-site instruction is being provided. (This position will be paid through LLMF from September through the end of November to establish a functioning technological program that can easily morph into a distance learning program should the need arise)	\$2049	Y
A .35 FTE Instructional Aide position will act as Resource liaison to establish a functioning virtual program with the Resource special and will provide one-to-one support during virtual resource that will then be implemented through daily reinforcement and instructional support. (This position will be funded through LLMF from September through the end of December to provide a solid foundation on which to build the program through the remainder of the year)	\$2704	Y
Four outdoor canopies will be purchased to provide shade for outdoor classrooms to provide the safest environment to best prevent the spread of COVID 19 while providing on-site instruction. (LLMF)	\$500.00	Y
A .25 FTE teaching position will provide targeted support to mitigate learning loss for foster/homeless youth, students with IEPs, and those students identified with measurable learning loss due to the school closure. (2020-2021 school year)	\$22,100	Y
A .2 FTE Instructional Aide position will provide targeted support for foster/homeless youth, students with IEPs, and those identified with learning loss due to the school closure.	\$2,049	Y
A .25 FTE classified position will provide daily communications and support for families with additional needs as they arise, will provide collaboration between certificated staff and families, and will provide communication opportunities between certificated staff, resource teachers, and families to adequately address all needs as they arise. (2020-2021 school year)	\$11,360	Y
3 additional Chromebooks will be purchased to create a 1:1 device for student ratio to ensure accessibility to curriculum content by all learners. Chromebooks will be utilized to supplement and support modifications and accommodations necessary to strengthen the learning of any student with an IEP or identified as struggling due to learning loss. LLMF	\$1000	Y

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.]

The LEA is aligning on campus and distance learning curriculum so that transitions between the two are seamlessly integrated. Students will utilize various online platforms and resources that provide daily interaction with teachers and peers using digital devices, text, and telephone. Classes throughout the day will be streamed on Zoom for any students utilizing a distance learning or blended learning option. The district is

acquiring hot-spots to distribute to families who have connectivity issues. All distance learning students will have scheduled online instruction and support from a teacher and from an instructional aide. Additional appointments and support will be available through text, virtual meeting programs, email, and phone.

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.]

All students will be provided with a Chromebook as needed. Free high-speed Internet access spots will be available at the school. Hotspots are not effective in our rural location. Hotspots will be acquired, distributed to families, and attempted to increase potential connectivity for students in areas where hotspots may have a signal.

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.]

Daily record of pupil attendance will be recorded through participation in online instruction, or telephone connection as needed. Work will be required to be submitted either online, turned in on campus, or submitted at an established bus stop during scheduled pick up times. Students will be required to check-in daily via the live stream classroom while in-person instruction is provided.

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.]

Staff will receive professional development to support technology use, online instruction, social emotional support instruction, and/or intervention strategies for struggling students.

Staff Roles and Responsibilities

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

Teachers will provide instruction and support for both on campus learning and distance learning. Teachers will assist maintenance/custodial staff in cleaning surfaces frequently throughout the day.

Transportation staff will deliver meals, paper packets, and completed work between school and designated bus stops. Transportation staff will also purchase school supplies and food supplies in town when necessary and deliver them to students or to the school for pick-up.

Classified staff including instructional aides and the clerical staff will provide communication opportunities for families to express needs as they develop, and to provide virtual and phone support for paper packets, for struggling students to acquire additional virtual support through streaming services, email, and phone.

Custodial and maintenance staff will continue to maintain the school campus, especially in areas where teachers utilize on-site areas to gain internet connectivity, gather and establish paper packets, and utilize for collecting supplies and distributing packets. Custodial and maintenance staff will also maintain disinfection protocols in areas utilized for food preparation and distribution.

D1 certified classified staff will continue to maintain the water system as determined by state protocols to ensure safe a safe water supply on campus.

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.]

The LEA does not have any English learners. All students with disabilities will receive their resource minutes and all requirements identified in their IEP. Foster/homeless youth will receive additional teacher support, one-to-one instructional aide support at scheduled online meeting times and through emails and supplies as needed.

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

Description	Total Funds	Contributing
Title II federal funding allocated for professional development: (ESSA)Elementary and Secondary Education Act (ESEA), Title II, Part A – Supporting Effective Instruction	\$811	Y
Two laptops will be purchased to provide virtual streaming of classroom instruction and virtual Resource support (LLMF)	\$1600.00	Y
A .1 FTE classified staff position will provide daily lunches to foster/homeless youth, low income families, and students in need through curbside pick-up or through bus delivery. (2020-2021 school year)	\$3616.30	Y
Online subscriptions to curriculum programs and virtual meeting programs will be purchased and implemented at the beginning of the year as supplemental support to the on-site instruction to facilitate a seamless transition to distance learning should the need arise. (LLMF)	\$1000.00	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school 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.]

Standard based assessments embedded within the adopted curriculum (Aleks progress assessments, CA My Math assessments, benchmark assessments) from the 2019/2020 school year will be compared with the beginning of the year 2020/2021 school year assessments. Targeted instruction and intervention plans will be established based on these assessments, teacher observation, and parent input. Progress will be monitored throughout the school year and will guide changes in instruction and interventions. Resource specialists will also provide

assessments through initial formal and informal assessments for students with SSTs, students with IEPs, and any students with clear learning loss markers observed when school resumes.

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.]

Students experiencing learning loss will be provided with one to one and/or small group instruction from teachers, from resource specialists, and from instructional aides. Low-income students, foster/homeless youth, and students with exceptional needs are prioritized for the one to one and/or small group instruction. Additional technology, materials and supplies will be purchased based on 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.]

Targeted instruction and intervention plans will be established based on these assessments, teacher observation, and parent input. Progress will be monitored throughout the school year and will guide changes in instruction and interventions.

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

Description	Total Funds	Contributing
A 0.10 FTE teacher position will provide targeted support and instruction for IEP goals	\$4528	Y
Two teacher positions (totaling 0.8 FTE) will provide targeted support and instruction for foster/homeless youth; students who have experienced significant learning loss; and IEP students	\$47,008	Y
Two classified staff positions (instructional aides) totaling .50 FTE will provide one-to-one support (virtually and in-person as appropriate) for students with IEPs, students with SSTs, foster/homeless youth, and students experiencing significant learning loss.	\$13,409	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.]

Surveys and teacher observations will be used to monitor the social-emotional wellbeing and needs of pupils and their families. Staff meetings and daily communication will be utilized for staff needs. The LEA will work with HCOE to provide additional resources and support for all students and SELPA for students with disabilities. Resources and support will be shared in phone calls, emails, online meetings, parent letters, and on the school's Facebook page and newsletter. Maintaining communication with families will continue to be a top priority, as we address the social-emotional needs of our students. Free and reduced priced school snacks/lunches will be provided.

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.]

Teachers, classified staff, and administrators will utilize a layered approach that includes individual and mass notification texts and emails, personal phone calls, surveys, virtual 1:1 meeting, home drop-off of materials and snacks/lunches, and links to community services. Daily attendance will be recorded. Attendance and work expectations will be shared with families prior to the start of school. If a student is absent the family will be contacted. Staff will work with families individually to overcome barriers to attendance. SARB procedures will be followed.

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.]

Free and reduced priced school snacks/lunches will be provided. Meals will be served daily at school for students participating in on-site instruction. Distance learning students will have opportunities to pick up at the school (curbside), or meals will be delivered daily, weekly, or biweekly depending on need and COVID safety measures.

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

Section	Description	Total Funds	Contributing
Implementation of in-person instruction	To increase safety, removable plastic coverings will be purchased to cover wooden desks which will provide an easily cleanable surface, safe for disinfection and sanitization.	\$ 110.00	N
Implementation of in-person instruction	Lap desks will be purchased and assigned to students for outdoor classroom settings to provide isolated use of supplies which will increase safety and prevent cross contamination of surfaces.	\$ 50.00	Y
Implementation of in-person instruction	Hand sanitizing stations will be established and installed in each classroom to facilitate proper safety protocols to prevent the spread of COVID 19 while providing in-person instruction.	\$281.00	N
Implementation of in-person instruction	PPE will be purchased for staff and students to support CDC and CDE guidelines regarding safety protocols.	\$350.00	N

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
A 0.80 FTE teacher position will provide targeted support and instruction for foster/homeless youth; students who have experienced significant learning loss; and students with IEPs	\$47,008
Three classified staff positions (instructional aides) totaling 1.0 FTE will provide one-to-one support (virtually and in-person as appropriate) for students with IEPs, students with SSTs, foster/homeless youth, and students experiencing significant learning loss.	\$13, 409

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.]

The LEA does not have any English learners. 40% of the population are low-income students. 30% of the population are students with a disability. 20% of students are foster/homeless youth. The needs of these students are prioritized with connectivity assurances, increased software program support, increased one-to-one instructional support, and frequent curriculum standards-based assessments allowing for immediate intervention and support when necessary. Additional materials and supplies are purchased for these students based on individual needs. Digital devices will be used to supplement and support modifications and accommodations to ensure access to curriculum for targeted students.

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

Unduplicated students will receive more one-to-one and small group instructions with increased teacher FTE and increased instructional aide support. The LEA's small size lends itself to all-school implementation of the actions and goals which allows low-income students to be principally served without segregating the low and middle income students. Having teachers or instructional aides with students on a one-to-one basis ensures that support instruction is targeted to individual needs to provide access to the curriculum for all learners.