

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.]

Orick School District made the difficult decision to close school for the COVID-19 pandemic. On March 18, 2020, staff and families transitioned to Distance Learning. Orick school operates a Community Eligibility Program (CEP) which is a 100% Free breakfast and lunch program, and is a Title 1 School Wide Project. Orick is an isolated, rural school where many families rely on meals for their children. The school continued to operate food services, under the Seamless Summer Program, providing to-go breakfast and lunch for all children 18 and under. Teachers used a variety of instructional delivery methods for students, including Zoom classes for instruction, online programs, phone calls, and paper packets.

Some of the major obstacles for Distance Learning in this rural community are, inconsistent internet access, lack of current devices and individual household hardships - including financial uncertainty, having more than one Adverse Childhood Experience (ACES) or other hardship that makes supporting students academically difficult.

Orick School staff arranged for all families to have at least one device in their home, but the quality of those varied and the connectivity to the internet varied greatly too. Our school is 100% free breakfast and lunch (CEP), we have students who are experiencing homelessness and many families struggle to make ends meet. Our special education population is served with online services for Occupational and Speech therapy during a normal school year, this became increasingly difficult to do in our distance learning model. Frequent communication was and continues to be a strength, using call 'em, text, and direct calling.

There are currently no English learners at Orick School.

Over 25% of our students have IEPs.

Given all the circumstances, Orick School Board of Trustees decided to reopen school on August 24, 2020 for in-person instruction with a Distance Learning option for families if requested. Our small school is a cohort unto itself with about 20 students on campus.

Stakeholder Engagement

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

All stakeholders, including, students, parents, teachers, principals, administrators, other school personnel, have been given opportunities to provide feedback and suggestions to Orick School District’s response to the COVID-19 pandemic.

Informal surveys were conducted in March and April to learn about families' ability to connect to the internet, concerns about COVID-19 and its effects in Humboldt County and for our school, and support needed.

Students were surveyed by teachers about their device and connectivity at home before closure in March 2020.

Many families continued to access the food program and have shown that this is a necessary program.

Due to the small community and small population, instead of a committee to represent parent and community views we are able to give 100% of families opportunities to provide input and participate in discussion via phone and email correspondence. Board meeting agendas are posted locally, on our website and shared with families via email.

March 26, 2020 we held a special board meeting with community representation to decide on school closure due to COVID-19.

April 9, 2020 at the regular board meeting it was decided to close school through the shelter-in-place order.

August 18, 2020 at the regular board meeting with community representation and input, it was decided to reopen school for in-person instruction following health and safety guidelines from County, State, CDE and local Public Health Departments, with an option for Distance Learning for families with extenuating circumstances.

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

The following methods were used to inform families, staff and students of both opportunities to provide planning input and of options for remote participation in discussions:

Phone calls, call ‘em messages, email, postal delivery letters, hand delivered letters, ZOOM meetings and electronic billboard communications.

Meeting agendas are posted locally and on our website. Zoom invitations are sent to parents and staff. Remote participation is limited by poor cell phone services in much of the district, satellite internet is unreliable and very costly.

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

Students and families have been advocating for in-person instruction (85%) and expressing concern for increased cleaning. School staff is also supportive of in-person instruction, suggestions for increasing paraprofessional support in the classroom, increasing custodial services to support the additional cleaning duties and shortening the in-class day to allow for distance learning instruction in the afternoon have been taken into consideration and reflected in use of LLMF. The school board approved the reopening plan with In-Person instruction including staff suggestions listed above and a Distance Learning option for those who request.

Administration has been an advocate for internet connectivity for all families, participating in state-wide discussion on how to close the digital divide. Direct communication with satellite internet providers to seek solutions has resulted in a less than favorable outcome. Cell phone services are not available in much of the district, satellite internet is an unreliable, very costly alternative.

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

Based on stakeholder feedback, Orick School will reopen as described for in-person instruction. Suggestions from staff to increase paraprofessional time and custodial time is included in the LCP and reflected in the LLMF budget. Orick School will reduce in-class instructional time based on the new guidelines and input from staff to allow for Distance Learning instruction in the afternoon. Frequent phone calls home have become part of the administrator duties, as well as facilitating the use of ZOOM for public meetings.

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.]

Orick School is reopening for in-class instruction August 24, 2020 with Distance Learning as an alternative for those families who desire this option. Orick School submitted a COVID-19 School Site-Specific Protection Plan (SSPP) to the Humboldt County Public Health Officer. For our small school this means 20 students or less, making us a cohort unto ourselves.

Individual on site meeting times will be scheduled with Distance Learning students following all the same protections as the regular day. Distance Learning students who have IEPs will be on site weekly for individual instruction and support services, like Tiny Eye. Staff will use the Second Step curriculum for Social Emotional Education in all grades. All students will be assessed using Humboldt County Office of Education’s Core Growth screening tool to measure standards based learning levels. Humboldt County Office Education’s Learning Specialists are scheduled for ongoing professional development sessions to increase the ability to provide high quality distance learning opportunities for our students in this rural setting.

Additional services in response to COVID and the inherent Learning loss for students include hiring a paraprofessional to support small group instruction and increasing custodial time to ensure a safe learning environment. Orick School will also purchase 10 additional chromebooks and continue to work with state and local agencies to address the digital divide in our community. 100% of students will use IXL to address learning loss, with parent, teacher and students communicating about learning progress.

All students and staff will be screened for symptoms of COVID-19 prior to entering campus. Use of facial masks, socially distant classroom arrangement and direct instruction and schedules for handwashing are part of the daily routine.

Students will arrive at school before 830am to be screened for COVID-19 symptoms. They will then move to their classrooms for instruction. At 930 students will wash their hands and move to the cafeteria for breakfast. Seats are arranged for 6ft social distance, with doors and windows open. Cafeteria has sneeze guards to protect from contamination. Students have a recess period outside, and move to classrooms for hand washing. They continue instruction until lunch at 12, when the same routine is observed. This schedule is for two classrooms with 10 students in each. School dismissal is at 135pm.

Staff will meet weekly to discuss student progress to standards. Resource teachers, instructional aides, teachers and administrators will all participate in these discussions. Core growth assessments will be administered using the Early Screening Tool to assess student achievement based on prior year standards. Assessments will continue aligned with Trimester reporting.

Custodial staff is doing routine daily cleaning of the classrooms and all high frequency use areas and surfaces with approved cleaning products.

All staff are participating in COVID-19 training with our Keenan Online training program.

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

Description	Total Funds	Contributing
Chromebooks	\$1,500	[Y]

Teacher's Aide Increase in Custodial increase in supplies for cleaning	\$20,645	[Y]
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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.]

Orick school will ensure all pupils receive the same access to content standard based curriculum. Both in-class students and distance learning students will be assessed using the Core Growth screening tool to measure learning levels. Staff will consistently use online learning programs and tracking tools to monitor student progress to allow for easy transition should school need to close again for on-campus instruction. Daily communication using ZOOM or phone with distance learning families will be scheduled. Individual check-in for paper packet/materials pickup and return and parent support will be offered. Students with IEPs opting for distance learning will have weekly individual meeting times, for services and support.

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.]

Staff conducted a needs assessment for devices and connectivity last spring and will solicit information again this fall. Devices for all families choosing distance learning will be provided. Orick School will purchase 10 chromebooks using LLMF. Administration is continuing to address the connectivity issues for students in this rural community who have limited access to the internet. We are engaged in dialogue with Senator McGuire, CDE and other Northern California superintendents to address the connectivity issues in this area. Lack of fiber optic lines in this area is a major obstacle to ensuring equal access. Satellite internet is limited by companies like Viasat. Once families reach their data cap, speeds are then slowed or service shut down completely. Use of paper packet and telephone communication will be used to support families without connectivity.

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.]

Orick School reopened for in-person instruction on August 24. There are several students choosing to do Distance Learning. We will use the CDE template or similar to measure participation and time value of pupil work. Additionally these students will attend a one-on-one check in with their credentialed teacher twice a month.

We are using the Humboldt County Office of Education's Core Growth Assessment program to assess progress for students grades tk-6 and curriculum assessments for 7th and 8th grades.

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.]

Orick school will

*provide professional development to school personnel, both certificated and classified staff, on strategies and interventions to utilize to address student engagement within the classroom setting in-person and/or distance learning to help mitigate learning loss.

* provide ongoing training related to engaging parents and supporting staff in writing distance learning plans, progress on IEP goals, addressing IEP goals and IEP paperwork during school closure.

*collaborating with SELPA to access trainings

Staff will participate in collaborative opportunities like the Small Rural Schools Network supported by Humboldt County Office of Education that allow multi-graded classroom teachers to share best practices.

Teachers will continue professional development with HCOE Learning Specialist in the use of Google Classroom, Zoom instruction and other supports for teaching students in Distance Learning model

Staff Roles and Responsibilities

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

Teachers will assume new responsibilities for instruction via distance learning as well as continuing their in-person practice. They will also be sanitizing surfaces and establishing other safety precautions in the classroom including social distancing room set-ups, face coverings, hand washing, etc as outlined by the county health department.

Custodial staff will have increased sanitizing duties also as recommended by the health department.

The Administrator will facilitate remote participation in public meetings and continue to assess stakeholder input as needed throughout the year.

Instructional support staff will work remotely with some students in addition to providing 1:1 services as outlined in other sections of this plan.

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.]

Orick School does not have English learners at this time. The Foster and Homeless Liaison has frequent communication with families to reach out and help with coordination of services.

Distance Learning students with disabilities will be on site weekly for individual instruction and support services, like Tiny Eye. They will also have progress reports as required with their IEP and meetings will be held to assess support needed if progress is not sufficient.

Additional instructional materials have been purchased to support students with unique needs. Fountas and Pinnell take home leveled readers, school wide accounts for Teachers-Pay-Teachers (TPT) to use differentiated tools that are interactive and engaging for Distance Learning students.

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

Description	Total Funds	Contributing
	[\$ 0.00]	[Y]
Chromebooks Instructional supplies	\$2,839	[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.]

We are using the Humboldt County Office of Education’s Core Growth Assessment program to assess both initial performance in ELA and Math to determine if there may be learning loss and to monitor on-going progress for students grades tk-6. Curriculum assessments will be used for 7th and 8th grades.

IXL and Read Naturally programs will also measure progress to learning goals in Math and ELA specifically.

A Teacher's Assistant position will be added to support mainly the primary classroom (grades tk-3).

Continued professional development in Mathematics, namely Jo Boaler’s Mindset Mathematics to improve our instructional opportunities.

Our weekly staff meetings will identify students who need support and work collaboratively with Teaching, Administrative and Special Education to create an action plan. This time will also be used to collaborate on lesson design and strategies to maximize our resources.

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.]

Orick School is 100% Free Lunch and Breakfast (CEP) and a Title 1 SWP. All students grades tk-6 will be assessed using Core Growth. Teachers will be using collaboration time with Administration, Special Education teachers and Teacher's Aide to plan for individualized education opportunities to address learning loss and accelerate learning progress.

Our small cohort size classrooms will allow for maximum support to all students.

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.]

Core Growth Assessment will be used throughout the year to measure student learning progress towards content standards.

IXL and Read Naturally programs will also measure progress to learning goals in Math and ELA specifically.

Teachers will measure progress using student journals, long term projects and other tools.

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

Description	Total Funds	Contributing
Professional Development days	\$1,500	[Y]
IXL Read naturally (live) Teachers Assistant	\$1,200	[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.]

Weekly staff meetings will include time to monitor and support both staff and student wellbeing. Developing an action plan for those who need additional supports. These plans will work with SELPA and HCOE to navigate agency and community services if needed. Staff will use Second Step Curriculum for Social and Emotional support strategies, for both students and parents.

Orick School is partnered with Humboldt First 5 to provide support to families with children ages 0-5, this partnership allows many agencies access to school staff to share resources. Once a month Food for People, Humboldt County Social Services and Humboldt First Five are on campus to meet with families in need.

All staff will participate in Keenan Online training regarding COVID-19 and how to monitor their own mental health.

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.]

Fortunately for our small, rural school family contact is frequent. We use a bulk text system- Call 'Em All, phone calls and in-person socially distant meetings as the means to communicate with families. Scheduled weekly meetings in a one-on-one, socially distant environment is used for families choosing Distance Learning, others by appointment. Credentialed teachers have scheduled daily Zoom meetings to provide direct instruction to those in Distance Learning. Staff will collaborate with SELPA to access support from behaviorists in planning for intervention strategies related to classroom engagement and re-integration.

Orick School will access support from SELPA and Humboldt County Office of Education to navigate agencies and community services (DHHS, Bridges, Regional Center, etc.)

Students who do not engage with Distance Learning will be targeted for support. Phone calls, home visits and SARB process will be used to re-engage families.

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.]

Orick School operates at 100% CEP, and a Title 1 SWP. Orick School is providing breakfast and lunch on campus. With assistance from Humboldt County Office of Education we follow USDA guidelines for meals and preparation. Our reopening plan has been submitted to the Humboldt County Public Health Office. We are able to follow social distancing guidelines and increased sanitation guidelines to serve students in our cafeteria. If school is closed again due to COVID-19, we will resume the Summer Seamless Program and offer meals to students aged 0-18 following USDA guidance.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/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
10.59%	\$35,198

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.]

Orick school is very small and economically depressed. Our school is 100% Free Lunch and Breakfast through CEP. Due to the small number of students in the school, teachers are able to completely individualize their instruction to address the unique needs of each child. In years when we receive Title I funding, we have been eligible to serve students with a school-wide program. Results both from past SBAC and classroom assessments indicate students are performing below standards in ELA and in math. All district resources are coordinated to address these needs. Due to lack of reliable connectivity in our remote rural location, there were concerns that a DL model would result in increased learning loss. Stakeholders, therefore, expressed the need for in-person instruction as a priority. Families without internet service believe learning will improve with face-to-face contact with teachers. Our small numbers enable us to safely work in small “cohorts”. Meals are another high need for students from low-income families. The school will meet their nutritional needs daily. Resources have been allocated to support the meal program and to address COVID safety needs to enable students to be on campus. Students in homes hard-hit with lowered incomes due to COVID 19 are in need of additional counseling services from the school to address social emotional issues. Absenteeism has also been high in the past and was noted as a metric that needed improvement.

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

Quality time with teachers in small groups and 1:1 will be increased by serving students in-person. Additional support personnel working with teachers will improve student performance in ELA and math. Increased social emotional support will also improve student mental health during stressful times and increase attendance.