



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.]

Last Spring, the impact of COVID-19 caused school closures on both of the district's campuses. Approximately 500 students and 100 staff members began learning and working remotely.

Technology needs were implemented within 24 hours of campus closures. Students were all to take their district-issued device home to support remote/crisis learning. Those families that experienced internet connectivity troubles were assisted with district-provided hotspots to ensure reliable internet access. The curriculum was largely asynchronous, focusing on reading, writing, and arithmetic. Teachers did conduct class meetings at a minimum of once per week, keeping a record of who was and was not in remote attendance. Students who unaccounted for received phone calls from their principals to check-in on their well being, and to ask, "How can we help get you back to your remote classroom?"

Food distribution occurred at the district's central kitchen located on the South Bay campus. Parents/guardians were asked to come to campus once per week to receive a week's worth of meals (breakfast, lunch, and supper), serving approximately 3,500 meals per week.

English learning students, as well as special education students, received weekly remote targeted instruction.

As we transition into the start of the 2020-21 school year, the staff has been afforded Distance Learning specific professional development to better support the learning needs of all our students. All students will receive their core subject curriculum between 8:30 AM - Lunch through

a combination of synchronous and asynchronous instruction. After lunch, targeted supports and interventions will take place for those students requiring additional instructional scaffolding.

For 2020-21, site safety plans have been created under the guidance of Humboldt County Public Health. Personal Protective Equipment (PPE) have been purchased for students and staff, including face coverings, hand sanitizer, disposable gloves, student desk barriers, and teacher desk barriers.

South Bay parents/guardians were invited to participate in a COVID-19 Family Impact Survey. A summary of the results:

72% of respondents earned less money

18% of respondents lost their job

48% of respondents had an increase in medical expenses

63% of respondents reported feeling anxious and not being able to relax

88% of respondents had a child(ren) at home as a result of school closures

49% of respondents reported, in an emergency, not having enough money to cover one month of expenses

Stakeholder Engagement

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

Stakeholder engagement began almost immediately after the district closed campuses to in-person learning last Spring.

Surveys:

March 2019 - to date: Student & Family Request for Assistance

April 2019: Campus Closure Check-In

June 2019: Transportation Survey

July 2020: Staff - School Reopening Survey

July 2020: Parent/Guardian School Reopening Survey

August 2020: Staff Home Internet Survey

August 2020: Food Survey

August - September: COVID-19 Family Impact Survey

Virtual (ZOOM) Meetings:

March - June (daily) & August moving forward (twice weekly): Cabinet/Campus Leadership

March - June (daily) & August moving forward (twice weekly): Administrative Team

March - Moving Forward (monthly): District Staff
March - September (monthly): South Bay School Board Meeting
May - June (weekly): SBTA and Elk River 766
August (as needed): SBTA and Elk River 766 regarding MOU's
September: District English Language Advisory Committee (DELAC)
September: Equity Coalition

[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. For those unable to attend remotely, a public comment email address - publiccomments@southbayusd.org - was established to further community engagement.

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

(1) Social-Emotional Well Being: Survey results showed an overwhelming appreciation for the hard work of staff. From meals preparation and distribution to the tremendous efforts of our Family Resource Center, families felt supported. 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 of Pine Hill and South Bay 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: Student and families were connected to ready and reliable internet in short time. 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 align with the Distance Learning Playbook by Fisher, Frey, and Hattie. Ample collaboration time will also be provided to ensure a focus on designated CA Anchor Standards. 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 have been encouraged to practice daily mindfulness. The staff has also been 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 month 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 immediately asking, "How can we help get you back in class?" Home visits will occur for our habitually disengaged students.

Request for Assistance: Students and families will once again 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 need.

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 South Bay Union Elementary School District Board of Trustees to offer in-person instruction.

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 (eg. SWD, EI, FY) following the safety recommendations outlined by the California Department of Public Health (CDPH) and the Humboldt County Public Health Department (HCPH). Safety supplies have been purchased to support in-person learning. | 24,320 | 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, interventions will be provided to students requiring additional supports (eg. SWD, EI, FY).

Core Growth assessments will be conducted at each grade-level to determine a baseline of academic proficiencies. The Core Growth report card will be used to monitor student progress throughout the school year.

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 have been issued a district provided device (chromebook or Ipad) for use during distance learning. All families in need of ready and reliable internet have been provided district issued hotspots. Should device and/or connectivity issues arise, parents and guardians have been asked to complete a Request for Assistance Form located on our district webpage.

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 standards-based report cards in grades TK-6. And interventions for students with disabilities, English learning students, or students below the grade-level time will be scheduled daily during the afternoon hours 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.]

The Distance Learning Playbook by Fisher, Frey, and Hattie will be reviewed throughout the school year. Additionally, key CA Anchor Standards will be reviewed by an HCOE Learning Support Specialist, and the H-DN SELPA will be providing several SPED professional development opportunities for case carriers to best support their students. The Success for All Foundation will continue to support our Reading Facilitator as we bring SFA into the distance learning instructional model. Finally, Turnaround Arts CA will also provide Arts-based PD.

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. The district librarian is working to allow families to reserve library books remotely, then schedule a curbside pick-up. Most every staff member is becoming 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.]

EI students: To meet the needs of English learners, TK-8 teachers will utilize identified systematic instructional strategies throughout their core curriculum. During designated instruction, EI students will continue to receive instruction using the E.L. Achieve 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 H-DN SELPA.

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. Additionally, our on-site Family Resource Center will continue the prompt enrollment of, and ardent advocacy for these important student subgroups. 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 |
|--|-------------|--------------|
| To support distance learning, professional development materials have been purchased and provided. Additionally, various other remote learning platforms have been purchased to support student learning and teacher instructional delivery. | 6,121 | 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 Core Growth, a 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 ROOTS progress monitoring scores, as well as results from the Fall 2020 ELPAC, our intervention team will begin to schedule coordinated supports to take place daily after lunch. 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 are translated promptly. The district's Cross Cultural Bilingual Instructional Aide will be utilized as a liaison between the district and our Spanish speaking families to ensure their questions, comments, and concerns are received and responded to. EL students will receive both integrated support from their classroom teacher during all lessons and targeted designated instruction using EL Achieve.

Low-income: The district continues to assess and provide target 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 Family Resource Center will continue to serve as our Foster Youth / Homeless liaison to ensure the needs of these students and their families met. The FRC Coordinator will work to connect families with agencies and to refer to community resources as needed. Backpacks with school supplies will be provided for these students. And enrollment in intervention program offerings is prioritized for our Foster Youth students, including but not limited to enrollment in our EXPLORE after school program where students will be able to receive extra support on their school work as well as having the option to participate in various program enrichments and receive a nutritious supper snack.

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, their families, and staff will have access to supplemental curriculum to personalized learning. Additionally, all students identified for intervention and additional supports will be provided that opportunity. | 2.863 | 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 ongoing bases. Staff was also introduced to mindfulness exercises to rejuvenate wellbeing and combat daily stresses.

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 participated in Student Support Meetings 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. A student social-emotional screener will also be completed and factored into the targeted supports alignment. 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: training sessions will be offered that include social-emotional learning and trauma awareness, as well as the impacts of COVID-19. Efforts, such as the Request for Assistance form located on the district webpage, have been 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 engaging in instruction and is at risk of learning loss.]

A new South Bay Union Elementary School District app has been developed to assist with families accessing timely information and will be widely communicated during the month of September. Information regarding registration, safety and wellness, support services, meal distribution, and distance learning can be located at Southbayusd.org. All materials are available in Spanish. 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 the Family Resource Center, 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 pre-packaged bagged meals, containing multiple days worth of food at a time and are available to all students. Distribution frequency has been based on parent preference.

Hybrid Learning: a combination of hot-meals and pre-packaged bagged meals will be provided and made available to all students.

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 developing Memorandum of Understandings (MOU) with each labor unit. | 1200 | 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 |
| 23.52% | 741,610 |

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 disadvantages 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 staffed for an increase in school psychologists and positioned to increase specialized outside services on an as-needed base. The Family Resource Center prioritizes assistance and alignment of services for our foster youth and low-income families. Additionally, knowing that our foster youth, low-income, and English learning students are most vulnerable to learning loss and disengagement, our counselor, student affairs associate, and cross-cultural bilingual instructional assistant will be a part of our student engagement team to provide timely interventions.

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 Family Resource Center, 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, equity and social justice, and multi-tiered systems of support (MTSS). 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. In addition to the support service mentioned, staff will also receive culturally responsive pedagogy, and ELD strategies to best support our English learning students.

[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.

