

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.]

From March through June parents participated in 12 separate weekly in-person drive thru packet pick ups. There were many 1:1 conversations with parents regarding school closure and distance learning during these weekly sessions. These weekly drive-thrus had the benefit of having regular communication with families without internet about the issues and concerns they have regarding learning plans and options. Very often the students attended the weekly pick ups as well. Staff and admin received significant feedback from students during these weekly meetings. As a small single-school district, we were able to identify and contact, by phone and in-person, families without internet connections to assess their needs to support learning. We had a high degree of input from those families in this manner. In addition to these conversations the following surveys and meetings took place:

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 Elementary 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

The District currently has one family and no students that do not speak English. That family was communicated with via a translator or via their students.

[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. Zoom option was promoted through public postings of Zoom information. Postings were made via physical postings and postings on the school website.

[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).
- (6) Students regularly expressed missing their peer interactions and teachers.

[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.]

Hydesville Elementary School will closely monitor updated guidance and emerging best practices from local, state, and federal education and health agencies regarding school operations. The Humboldt County Public Health Department’s direction has a significant role in determining local school’s ability to offer in-person attendance. Families may request that their student participate only through distance learning instead of attending in-person classes during this time. Students enrolled in distance learning only option must continue in distance learning through the end of the trimester, at which time students will be given the option to continue with distance learning only or join their class cohort.

Learning Plan Overview:

Students attend class on campus M-F

Daily hours of in-person class instruction:

TK/K: 8:45am-12:00pm

1-3: 8:45am - 1:00pm

4-8: 8:30am-1:00pm

CDC and CDPH health & safety recommendations will be adhered to in classrooms and campus including, not limited to: Face coverings, plastic dividers, social distancing, hand-washing and sanitizing, daily health screenings for students and staff, increased classroom and facilities disinfecting, and COVID-19 symptom protocols. All staff and students will wear face coverings to the best of their ability Each grade level forms an exclusive cohort. This group of students will not mix with other student groups during the school day.

Classroom Spaces and Social Distancing

Teachers will coordinate and schedule all daily activities and procedures to greatly minimize or eliminate cohort mixing. Classrooms will be physically arranged to eliminate free grouping areas and materials - study corners, free choice reading areas, in-room break areas. Student seating will be arranged at tables or desks to comply with CDPH guidance of 3-6 feet social distancing between students. Face

coverings must be worn by all adults and all students in order to attend in-person learning on campus. Teachers will instruct students on how to be safe in their classroom environment.

Supplies will be provided to students for individual use and kept in a labeled container, or collected by the teacher/aide and disinfected after each use. If needed, parents/guardians of students will be able to check out a district Chromebook for distance learning or during times students are not on campus. Chromebooks will be disinfected before returning to classroom use. Teachers will arrange their lessons and choice time activities to facilitate space between students. Increased cleaning and sanitizing of school facilities including classrooms will occur on a daily basis.

Non-Classroom Spaces and Social Distancing

Classes will have access to outdoor spaces during non-recess times to be used as outdoor learning spaces as seen fit by the classroom teacher. Break time will be supervised by each classroom aide. Recess times will be staggered and coordinated to eliminate mixing class cohorts. Students will be instructed and encouraged to move through hallways and campus while maintaining safe social distancing. Students will enter and exit the campus through different points to help avoid group congregation. Large groups will not be allowed to congregate on campus - school assemblies, community fundraisers, sporting events. Face coverings may be removed outdoors if able to maintain all other social distancing guidelines.

Support Services

The same increased safety measures will be followed in all Social-Emotional, Special Education and Reading intervention support classes as in the regular classroom. Instructional aides will continue to support student learning in classrooms daily. Aides will be considered part of the class cohort and minimize mixing with multiple cohorts. Students with IEPs will be supported as outlined in the student’s IEP. Reading intervention sessions may take place in-person on campus or via online as schedule allows. Social-emotional counseling services will be available to support student needs with the school counselor 3-4 days per week. Priority for services will be given to the student groups of Foster, ELD, SWD, and Low Income.

School Arrival and Departure

Students will be dropped off and picked up at their designated entry points on the sidewalk in front of school. Students may arrive during their designated drop-off/screening times and must be picked up promptly at dismissal time. Students will receive a health screening upon entry onto the campus. Parents/Guardians will not be able to walk their children into their class. Adults will drop off and pick up at their designated entry points on the sidewalk in front of school.

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

Description	Total Funds	Contributing
District purchasing additional chromebooks and devices to allow students 1:1 for in-person or distance learning	\$0	Yes
District will offer increased intervention instruction opportunities to address learning loss in identified students.	\$0	Yes
District is purchasing appropriate PPE supplies for students and staff.	\$9,838	No
District will provide additional custodial services to support in-person instruction	\$3,197	no

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 was able to ascertain the quality of internet connectivity and the need for devices for students via weekly in-person checkups during our drive thru packet distributions. Also, in Spring 2020 teachers and staff reached out by phone or in-person to every family that was not regularly attending the online Zoom sessions to determine to what extent lack of participation was due to technology needs.

The district is purchasing additional chromebooks to meet the demand of student need for distance learning. Any DL student in need of a Chromebook/device to participate in learning activities will be loaned a device by the District at no cost. The district will work with families in order to obtain quality, cost-effective internet service at or near the home. The district plans to purchase adequate hotspots for families.

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.]

Students will be assessed at the beginning of the year to determine grade-level proficiencies and learning gaps.

Student progress will be measured more formally as appropriate throughout the school year including at trimester end points and mid trimester assessments, as communicated via report cards and progress reports to parents.

Teachers will assess daily progress through synchronous instruction interaction, results of daily learning assignments completed, formal and informal testing, utilizing multiple methods of assessment as appropriate. Teachers are teaching synchronously on a daily basis at each grade level, with any remaining daily minutes made up in time value of work assigned.

Teachers base the time value of pupil work from assignment planning guides in curriculum materials; and more importantly, from experience and expertise working with students in their grade level.

Teachers make live contact attempts with those students not able to join class synchronously via phone calls, 1:1 in person appointments, emails, and such means. Those students are provided detailed instruction and check in learning opportunities daily.

Teachers track and monitor all student work and participation - including time value of work - through the use of our SIS attendance and grading programs. This participation and attendance log is monitored by the administration to insure thorough utilization.

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.]

Due to COVID-19 and distance learning, many staff roles have changed.

Teachers have new responsibilities in developing and delivering virtual classes to students. Teachers are making much greater efforts to monitor and informally assess student well-being.

Teachers/office staff/support staff are now conducting daily health screenings and temperature checks.

Instructional assistants have been assigned to different classrooms to assist in distance learning.

Additional Custodial Staff added to support new cleaning regiments.

Classroom teacher and administrator taking on intermediate IT responsibilities for connectivity, web page design, and general troubleshooting.

Cafeteria staff duties have changed in that every food item must be packaged, bagged and prepared as a "to go" item.

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. We will also provide designated ELD (small group) instruction to meet the needs of students in all four language domains
 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
District purchasing additional chromebooks and storage/charging carts to allow students 1:1 for in-person or distance learning.	\$41,043	Yes
District purchasing internet connectivity hotspots for students without adequate affordable connectivity.	\$1,628	yes
District purchasing technology equipment for DL instructions (Doc cams, monitors, smart boards, etc.)	\$31,570	no
District will offer increased intervention instruction opportunities to address learning loss.	\$0	yes
District will provide additional training to staff to support distance learning	\$13,333	no

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.]

Addressing student learning loss will be an on-going process involving recurring assessments, monitoring student progress, targeted intensive instruction, assess, repeat.
 The district's plan to address learning loss begins with all students taking CA Standards-aligned assessments in ELA and Math to determine 2020-21 grade-level baseline proficiencies. That, combined with several other progress data sources from 2019-20 year end and 2nd trimester (Trimester end grading and mid-trimester progress reports, district progress measuring assessment tools at each grade level,

reading and math intervention reports) allows our academic progress team to identify students showing significant gaps relative to grade level peers. Those students in particular are then monitored and measured for gains in deficient areas as noted. Students with disabilities, in accordance with their IEP, will also have regular progress monitoring and reporting to address any additional needs and services.

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. We will use informal assessments to determine the needs of all students designated English Learners in all four Domains of Language.

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. Students with exceptional needs will receive regular assessment to determine learning loss.

Students found to be experiencing significant learning loss will be able to access the intervention program.

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.	\$0	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.]

The district will continue to provide nutritious meals to students regardless of the instructional delivery model used.

Lunch Program will be available for students each day. Meals will be “grab and go” to the extent possible.

Lunch will no longer be eaten on campus in an effort to maintain social distancing and health protocols. Students will take “grab and go” lunches just prior to going home and leave campus for the day. (12:00 TK/K & 1:00 1rd-8th)

All lunches are available for purchase and through the free and reduced meal program.

All cafeteria/food service staff will be trained according to CDC and CDPH COVID-19 food handling guidelines.

Lunch Program (Distance learning)

Lunch will be available for students each day. Meals will be “grab and go” to the extent possible.

Meals are available for pick up from 12:00 - 1:00pm daily via drive-thru on campus.

The district is prepared to deliver meals to more convenient location for families as family survey feedback determines.

All meals are available for purchase and through the free and reduced meal program.

All cafeteria/food service staff will be trained according to CDC and CDPH COVID-19 food handling guidelines.

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

Section	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.05%	\$110,947

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.