

# 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
Plaza Elementary School District	Patrick Conklin Superintendent/Principal	pconklin@glenncoe.org 530-865-1250 x33

## General Information

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

Like every community throughout the country, COVID-19 has had significant impact on the school district and surrounding community. On March 16th the District superintendent closed school for in-person instruction and distance learning was implemented. Since it was obvious that we would eventually close school, district staff began preparing for distance learning the week before by creating packets of work and setting up Google Classrooms. However, the impact on learning was felt immediately because many families did not have adequate supervision for their young children, technology or WiFi service to accommodate online learning, English language proficiency to effectively support their child's learning, or an understanding of the academic concepts presented in the Common Core State Standards based curriculum. Furthermore, the social-emotional trauma that began March 16th and continues to this day with the ever present COVID-19 cloud has greatly affected young children who have been stuck at home away from their classmates, friends, and teachers. This, coupled with the inability to experience a normal summer break that includes travel, relaxation, play and other social activities, students have experienced stress, lost income, family members who experienced COVID-19 illness, and exposure to other stressful related situations at home, all of which will impact their social-emotional well-being in ways that we will see for quite some time. While our staff tirelessly worked to reach out to students in order to provide robust learning environment, these barriers to learning were insurmountable for most of our students. Essentially learning for nearly all of our students ceased on March 16th at 2:45PM.

## Stakeholder Engagement

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

Multiple surveys that began immediately after school was closed to in person instruction went out. Information about the survey was put out via phone calls, text messages, emails, and were posted on our website and parent group Facebook page. Spanish speaking families were

called if they did not respond. One of the surveys was after distance learning ended and asked what we did well from March through the end of May, and what we could do differently to improve distance learning. Responses from surveys were discussed in committee meetings, board meetings, and teacher planning meetings.

As we developed the Learning Continuity Plan, all teachers scheduled parent-student-teacher video and phone conferences to discuss our distance learning expectations, as well as to listen to concerns families have and what barriers they face with a distance learning platform. These ideas and concerns were sent to the District superintendent in order to find ways to accommodate as many people as possible and find ways to overcome their barriers. Additionally, a committee of teachers and the District superintendent met several times to discuss the reopening plan. Furthermore, the District superintendent held a video conference meeting with members of the parent group and School Site Council to discuss reopening. All stakeholder input was considered when creating the Learning Continuity Plan

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

All conferences and meetings, including committee meetings, parent group and School Site Council meetings, board meetings were conducted via video conferencing. An agenda with links were provided three days in advance with language stating how the public could submit questions or concerns before the meetings were held.

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

The primary feedback received from stakeholders were barriers to learning, adequate supervision or daycare for their children, the social-emotional impact, and the health and safety if back on campus. Barriers to learning include lack of adequate technology and Wi Fi, the inability to teach content due to the Common Core State Standards based curriculum, work schedules, and having multiple children learning simultaneously. Most of our families work full time or more in a predominately agriculture economy. This time of year is harvest when many are working 12 hour days, six days a week. Additionally, many of our families are socioeconomically disadvantaged and are hourly workers. They do not have the luxury of paid time off, nor do they work in environments where they can bring their children to work or work from home. Many of our families reported significant social-emotional concerns due to the shelter in place, inability to experience normal activities outside the home, and the lack of structure and socialization offered in a school setting. In one survey sent home, over 65% of the respondents reported that they would not want to come to school full time if in-person instruction was an option. The majority of those respondents stated that they reason was the mask requirement. The rest were concerned about exposure to COVID-19.

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

Devices and technology were provided to families who lacked resources. A K-6 waiver was applied for in order to reopen while the county is still on tier one of the state's reopening list. A school clinician is available to provide social emotional and mental health support. Teachers received professional development on distance learning platforms and began preparing for school eight (8) days before school started for students. Instructional aide schedules were changed in order to be available in the afternoon for students and parents who need support.

# 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.]

Plaza School applied for an elementary school waiver on September 4th, 2020. The plan is to reopen K-6 grades under a hybrid model where up to 50% of the students attend each day. Groups will attend 2-3 days per week. With new state guidance, groups of up to 15 7th and 8th grade students are now permitted to attend. This guidance will be utilized for K-6 if the waiver is not approved.

While students are on campus for in person instruction, teachers will focus primarily on English Language Arts, Mathematics, and student social-emotional well being. Social Studies, Science, and Physical Education will be conducted via distance learning when students are not on campus. Per our Plan for Learning and Safety, all local and state public health guidelines will be followed, including facial coverings, social distancing, and cleaning and disinfecting to ensure physical health and safety. Campus will be closed to all visitors and volunteers.

All classrooms will be closed before school. Parents and students shall prearrange meetings with classroom teachers when necessary. When the morning, recess, and lunch bells ring, students will line up in their designated area where their teacher will be waiting for them. There is only one building with a hallway with four classrooms and two entrances. Two classrooms at a time will enter.

Throughout distance learning since the beginning of the 2020-21 school year, teachers have continually assessed students for learning loss. Students who are below grade level in reading, writing, and mathematics receive intervention services to accelerate learning.

The District has an agreement with county office of education for school clinician services. Students with social-emotional needs will receive support from the clinician. Many students were already identified since distance learning began, therefore have had opportunities to connect with the clinician.

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

Description	Total Funds	Contributing
Personal Protective Equipment (facial coverings, shields, disinfectant, hand sanitizers and soap, physical barriers)	TBD	No
Air purifiers and HVAC filters	TBD	No

Description	Total Funds	Contributing
Technology (voice amplifiers,	TBD	No
English Learner support (individual and small group instruction)	TBD	No
After school program	TBD	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.]

Plaza School began with a distance learning model due to local and state mandate. All staff returned for planning and professional development eight (8) days early in order to prepare a robust learning platform that includes synchronous and asynchronous. Each classroom teacher reached out to every parent and student via video conference or phone call prior to school starting. The purpose was to discuss distance learning expectations, listen to any concerns or barriers to learning families had, and determine whether students had appropriate technology. These barriers were relayed to the administrator in order to try to make as many accommodations as possible.

Additional online and physical curriculum was purchased. Staff received professional development from county office of education and had multiple staff meetings to collaborate and share ideas. Grade spans (K-2nd, 3rd-5th, and 6th-8th) met in order to facilitate continuity among grade levels.

Distance learning includes a combination of synchronous and asynchronous learning opportunities for all students. Synchronous learning includes whole class, small group, and opportunities for individual video conferencing for students who need additional help. Lessons are recorded and/or prerecorded and posted to online classrooms. Physical textbooks, workbooks, and packets were sent home prior to school starting, and K-5 classes have new packets sent home weekly.

## 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.]

As mentioned, prior to school starting, all classroom teachers reached out to every family to discuss barriers to learning, including technology and internet connectivity. Additional Chromebooks were purchased to ensure all students had access to a device. Hot Spots with three months of prepaid Wi Fi were purchased for any student who lacked adequate Wi Fi. So far, very few students have been unable to participate in daily online classes due to technology or connectivity issues. There are still a few that have connectivity issues because they live in very remote areas that have little to no cell service, therefore a Hot Spot is ineffective.

The county office of education provides all technology services for the district. Their support has been invaluable in preparing for distance learning, as well as continually addressing our needs since school began.

## 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.]

Through our student information system, all teachers take daily attendance to record whether or not students were engaged or unengaged that day. Engaged means students participated in at least one live video conference, logged into one or more of their online learning programs, or turned in work due that day. Teachers send names of students who are not participating to the administrator, who then contacts families to determine what issues are preventing participation.

All teachers regularly assess student progress. Those identified as needing additional assistance are referred to small group or individual sessions that are scheduled in the afternoon. Each teacher has open office hours in the afternoon, and classroom aides have daily sessions available. Our after school program continues to run until 6:00PM with online support for those who require it.

## 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 teachers and classroom aides returned eight (8) days early to receive professional development offered by the county office of education. This support was a continuation of the learning staff received when we began distance learning last March. Many teachers participated in professional development on their own time during the summer knowing that distance learning would likely occur again.

## Staff Roles and Responsibilities

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

The most obvious change is the classroom teacher and instructional aides due to virtual instruction unlike anything they've done before. Teachers are also responsible for a much different approach to attendance and progress. In the past, attendance was tracked as present or absent by the teacher at the beginning of each day, then the attendance folder was sent to the office. If students were absent, they would be

given missed work, assignments, lessons, etc. when they returned. Under the distance learning platform, engagement is determined throughout the day by either live participation or work submitted. Additionally, CDE requires a weekly learning log for each teacher.

Because staff are on campus, and eventually students will return, custodial staff has had to have additional training on sanitation procedures. Schedules have been changed to ensure additional cleaning and sanitation occurs throughout the day.

After school activity assistant schedules and responsibilities have changed significantly. Their primary focus is academic and social-emotional support in the afternoon for students/parents who need assistance, or are unable to participate during the day.

Food service staff now prepare bulk meals twice a week and deliver to a predesignated location on Mondays and Thursdays, and also deliver to families who are unable to pick up at school or at the delivery location.

### 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.]

Plaza School does not have any homeless children or students in foster care enrolled. Our English Learners receive support from an instructional aide who works with identified students in the afternoon in small group or individual sessions. SPED students and students who require intervention services participate in small group and individual live sessions with learning center staff, which includes an education specialist and instructional aide.

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

Description	Total Funds	Contributing
Devices and Hot Spot Connectivity	TBD	No
Four (4) days of professional development for teachers and instructional aides	TBD	No
Special Education for students with mild-moderate learning liabilities and response to intervention services	TBD	No
Two (2) substitute teachers to support learning	TBD	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.]

Classroom teachers and special education staff monitor learning daily through formal and informal assessments. Students who are not mastering standards are referred to small group or individual live sessions with their teacher or an instructional aide assigned to that class. If students require more intensive support, they are referred to the learning center.

## 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.]

Plaza School does not have students who are homeless or foster youth.

English learners and students who are not meeting standards have a dedicated instructional aide who works directly with them in small group or individual live sessions. The primary focus is reading fluency and comprehension, and writing strategies. English learners will be administered the initial and summative ELPAC after we return to in person instruction. If any of these students continue to struggle academically, they are referred to the learning center for more intensive intervention support from the educational specialist and an instructional aide. If necessary, students not showing progress with additional support are assessed for a specific learning disability.

## 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 the services and supports are determined by regular formal and informal assessments.

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

Description	Total Funds	Contributing
Special Education staff	TBD	Yes
English Language Development staff	TBD	Yes

Description	Total Funds	Contributing

## 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.]

As mentioned, additional school clinician support is provided. Students identified as requiring social-emotional or mental health support are referred to the school clinician. Additionally, social-emotional lessons for 3rd-5th grade will be offered via distance learning or in person when students return.

Suicide prevention training called LivingWorks Starts for all staff occurred on Friday, September 18th. The school clinician provided professional development on signs and symptoms of trauma or other impacts from COVID-19 since school closures, as well as strategies to address them.

When students return, teachers will offer universal screening with consultation from the school clinician to better identify students who may benefit from mental health or social-emotional support.

## 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.]

All students and families are continually informed that attendance and participation is mandatory, and student work will be graded based on mastering concepts. Notification began when school closed in March, and were reiterated throughout the summer through emails, letters, and all call and text message notification. Teachers track daily engagement and notify administration when habitual absences or lack of participation occur.

The administrator calls parents when students are not engaged in order to determine whether or not the school can help alleviate any barriers. A translator is available for Spanish speaking parents. When no contact is made after multiple attempts, the administrator and a SARB officer conduct a home visit. Furthermore, letters are sent home explaining the SARB referral process. Students enrolled with an interdistrict agreement are reminded that the agreement can be revoked if students do not participate in learning and/or show academic progress.

## 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 2020-21 school year began with our regular meal program. However, when the Summer Food Service Program was made available, we transitioned to this program. Meals are provided in bulk on Mondays and Thursdays, and are available for pick up at school or a designated area in town. Meals are delivered to families who cannot pick up.

When we transition to in person instruction, students on campus will be provided meals daily. Since we will have a hybrid learning model that includes distance learning, bulk meals will continue to be offered.

## 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]		

# 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
12.74%	189,748

## 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.]

### Devices and Connectivity

Devices and Hot Spots were purchased to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to any student in need and will continue to do so. On a case-by-case basis, Wi-Fi Hot Spots are being provided

### Additional Certificated Staff

Two highly qualified teachers are employed on a day by day basis to work with targeted students in 4th-8th grade.

### Nutrition Services

Nutrition services are provided for families with food insecurity. Families who are unable to pick up food at school or at the designated location have their meals delivered.

### School Clinician

A school clinician is employed on a part time basis to help educate staff on social emotional and mental health strategies, and work with students who need support.

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

The after school program is focused on all student needs, including low income students and English Learners. Chromebooks and Hot Spots were purchased to ensure that all students have access to distance learning. Although all students are able to receive a Chromebook, the primary focus were students who do not have the resources to purchase one. Hot Spots are provided on a case-by-case basis and is available for students who do not have the resources to purchase their own. English Language Development support is provided to English Learners on a daily basis through small group and individual live sessions.