

# 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>.

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## General Information

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

When Lake County Schools closed in mid-March the impact on Lucerne Elementary and the surrounding community was great. Parents had to quickly seek daycare for their students who could no longer come to school. The school had to basically move to distance learning overnight. There was not a sufficient number of devices.

Packets were developed to immediately take the place on instruction while online strategies were developed. Packet completion was effective and a high percentage of our families participated. As the learning evolved, we became aware that many parents did not have the connectivity required to actively participate in the online/virtual meetings and lessons. Communication was also an issue as parents struggled with passwords and scheduling.

## Stakeholder Engagement

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

Two parent surveys were given during the summer of 2020. The first one in June asked what type of learning parents would want for the 2020-2021 school year. About 70% of parents wanted in person learning and the other 30% were mixed between distance learning and a hybrid model. Weekly Zoom meetings were held with staff during the summer to discuss the direction that the district was taking in regards to distance learning. At the June 2020 board meeting discussion was held as to the learning options the district would pursue.

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

Board meetings were held via Zoom as well as weekly staff meetings. The staff meetings had representation from both certificated and classified staff. A majority of certificated staff were in attendance at all meetings.

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

The results of the parent surveys showed that approximately 70% wished that their student (s) would go back to in person learning with safeguards in place. Many of these parents voiced concern over students being required to wear masks. The other 30% wanted distance learning.

Staff wished for smaller class sizes and safety measures in place.

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

The district, not being on the states watch list, developed a plan to give parents a choice between in person and distance learning. The district did not waiver on the requirement of masks for all students and chose to allow them to be removed during outside recreational play where social distancing can be maintained.

Staff concerns of smaller class size were established by adding classroom teaching positions and capping cohort size. A rather lengthy MOU was established with the certificated bargaining group.

Individual concerns of the staff were also met to accommodate any unique situation brought to the administrations attention.

Parent input voiced a need for online tutoring after hours, more Zoom type classroom instruction and possible neighborhood delivery of food service.

## 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.]

All parents had the choice of in person learning. About 37% chose not to send their children back to school and enrolled in the distance learning option. Interventions as well as compensatory services will be offered both in person and online throughout the 2020-2021 school year.

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

Description	Total Funds	Contributing
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Description	Total Funds	Contributing
Additional classroom teachers to reduce class size to comply with social distancing requirements.	\$123,645	Y
After hours tutoring	\$10,000	Y

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

District is currently offering both in person as well as distance learning. If a school closure is required, classroom teachers will be required to establish a distance learning program for their cohort. Additional Chromebooks have been on backorder since May to accommodate for this. Wi-Fi capacity has been increased throughout the school site. Online instructional mediums such as Odysseyware, Lexia, Next Gen Math, MobyMax, have been implemented to supplement core curriculum provided by the Distance Learning teacher. Distance Learning teachers will follow the SB98 guidelines for daily live interaction and weekly engagement protocols.

### 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.]

Devices have been issued to families who have requested them. Additional devices were ordered in May and are still on backorder but expected to be delivered mid-September. Low or no cost connectivity will be provided to families expressing the need for such.

### 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.]

Distance Learning teachers will create lesson plans which will identify time value compliance with required instructional minutes. They will also complete a weekly engagement and daily live interaction record. Student's participation through submission of assignments, virtual meetings, online login activity will be monitored for progress. If a student is not participating, then a re-engagement process will be implemented.

**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 Lake County Office of Education provided professional development in the area of Google Classroom and Zoom usage prior to the start of school. Individual support was also offered to those expressing a need. The assistant principal provides support for those teachers that are currently providing distance learning. Online support from vendors has also been provided.

**Staff Roles and Responsibilities**

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

Both the Reading and Math Intervention teachers move into a classroom position to reduce class size. An additional teacher was also hired for this purpose. Distance learning positions were offered to staff who were at higher risk. A full time counselor was hired to help with serving students suffering from Mental Health/Social Emotional Health issues. Several support staff have altered schedules to support increased recess and lunch duties and morning health screening. A permanent substitute teacher has been hired to insure consistency of program. This person also helps out with the Distance learning program and morning health screening. Additional custodial staff has been hired to support increased sanitization during the school day. Additional cafeteria assistant hours for providing meals to distance learning students.

**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.]

Quarterly monitoring of foster and EL students will be compiled and reported to the site administrator. After school tutoring programs will be supported by the district during each semester. All students with exceptional needs will have an IEP during the first month of school to discuss learning loss and create a plan of support. Healthy Start referrals will be made for any unique needs students that are needing additional support. Unique needs students will have priority placement in all programs. These students will also have the ability to transition seamlessly between in-person and distance learning.

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

Description	Total Funds	Contributing
Online supplemental instruction licenses (Odysseyware, Next Gen Math, Lexia, Star Math, Star Reading, Mobymax) to supplement core curriculum.	\$43,083	Y

Description	Total Funds	Contributing
Chromebook Devices and Licenses, Wi-Fi, and other technology needs to allow for 1:1 in-person and distance-learning use.	\$72,000	Y
Additional cafeteria assistant hours to provide meals to distance learning students.	\$3,500	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.]

STAR Math and Reading will be used to assess all students for learning loss. The CELDT test as well as informal assessments will be used to assess

## 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.]

Most of the district's students (90%) fall into one or more of the categories listed above (English learners, low income, foster youth, pupils with exceptional need and homeless pupils). The district plans on supporting the following strategies to address learning loss.

- In person after school tutoring
- Online after school tutoring
- After school program with learning supports built in
- Office hours to support Distance Learning
- Administrator of Distance Learning added to support and monitor 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.]

Students will be given the STAR test in both ELA and Math quarterly to monitor learning loss. Students failing to make progress can be referred to the MTSS team for additional support or Healthy Start for family support.

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

Description	Total Funds	Contributing
Distance-Learning and In-Person after school tutoring	\$20,000	Y
Healthy Start Services	\$5,000	Y
STAR Math and Reading Licenses to assess student achievement	\$6,849	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.]

All teachers will provide SEL lessons on a weekly basis. Partnership with Lake County Mental Health will provide students with professional support services in the classroom and on Zoom. Any student brought to the MTSS team will be assessed for district support services to include but not limited to counseling, CINCO (check in check out), small group support and more intense services through Mental Health and/or medical providers.

## 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.]

The district has developed a re-engagement plan following a tiered system of approach to address strategies for pupils who are absent from distant learning.

## Re-engagement Process

### Tier 1 (any unexcused absence)

- The automated system will make daily phone calls to students that do not attend in person learning
- Distance Learning teachers or other staff will attempt to contact students or parents of students not participating in daily lessons
- Teachers will create, publish and inform students and parents of their grading practices

### Tier 2 (three unexcused absences in a week)

- Students that are deemed 60% absent from either instructional model will be reported to the attendance clerk
- As part of the reengagement strategy, the school site attendance team will attempt to reach out and determine the cause for the absence.

The team will:

- Ensure that communication with the parent is working, emails, and internet access;
  - Determine if there is a breakdown in communication and make any corrections; and
  - Determine if lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences could include:
    - A conference with an administrator;
      - Development of an Attendance Plan through a Student Attendance Review Team (SART);
    - Through the SART process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions; and
    - Discussion of the intervention of the student changing learning models.

### Tier 3

- If the re-engagement strategies in Tiers 1 & 2 fail to improve attendance, then a follow-up SART will be held.
- The school administrator may develop an Attendance Plan that includes:
  - Additional supports
  - Both reward and consequences for further attendance
- Family Circumstance may be reviewed for outside connection with health and social service;
- Meeting will be scheduled with District SARB staff
- Recommendations may be made to transitioning the student to an alternate program model

# 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 operates under the Community Eligibility Provision where all students receive free meals. Currently the District is offering lunch and breakfast to both our in person and distance learning students. For the distance learners we are providing grab and go meals in the parking lot. If the entire school goes into distance learning, provisions will be made to provide neighborhood delivery of meals.

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

Section	Description	Total Funds	Contributing
PUPIL LEARNING LOSS	A summer school program in June/July 2021 to mitigate learning loss. Priority placement will be given to unduplicated pupils.	\$15,000	[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
33.18%	\$744,760

### 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.]

Lucerne Elementary has an unduplicated count of 90% or more. Thus all actions and services with the exception of specific EL services and quarterly monitoring of EL and foster youth are provided to all students. As the year unfolds we will determine if these needs are being effective in meeting the needs of these students. Services can be changed, improved or deleted when not effective.

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

As with any supplemental instructional or other type of intervention offered, such as tutoring, summer school, counseling, etc. unduplicated students will always have first priority in participation.