

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.]

Santa Clara Elementary School District is a one-school, rural school district with an enrollment of 55 students for the 2020-2021 school year. The District employs one principal/teacher, two teachers, and five classified employees. All educational services are contracted through Ventura County Office of Education and Ventura County SELPA. Our current demographics include close to 53% Hispanic and 36% White with less than 2% Asian, American-Indian, and Filipino. Our English Learner population is 0% and we currently have 0% foster youth and 0% homeless population.

Santa Clara made significant changes to the school program in March of 2020 in response to COVID-19. With the emergency school closures, our school staff quickly prepared materials to implement online instruction. Teachers created daily lesson plans, communicated with parents, and met virtually with students through the Zoom platform. Instructional aides provided small group and one on one support to struggling students. Teachers checked in with students via email, phone calls, and online platforms. Our staff acted swiftly in response to an emergency situation. Immediate and long term impacts of the pandemic were inevitably felt by all involved, including, students, staff, and families. Stay at home orders caused feelings of social isolation and depression. School closures contributed to this, adding disruption to the academic progress. Families were left feeling frustrated with virtual learning and limited technology, overwhelmed by the need to work and to support their children's learning and concerned about the amount of screen time required in distance learning.

With this in mind, staff and administration made momentous changes to our 2020-21 Distance Learning Program to ensure that all student needs were being met. We wanted to provide students with the same level of academic rigor that they would receive in our traditional classroom setting, using the district adopted curriculum and support materials. Our goal was to engage with students in a way that would provide some normalcy to their daily life, albeit virtually. We strove to support students in working independently to the the extent possible, in order for parents to continue working.

We purchased Chromebooks and issued them to each child, providing Hotspots for families that had internet connectivity issues. Administration, teachers and support staff created daily/weekly schedules to meet the required instructional minutes with a combination of

direct instruction via Zoom and independent assignments. We collaborated with VCOE staff to ensure that educational services were being provided as required by a child's IEP. We consulted with our Social Emotional Support Provider to give teachers the resources needed to address any concerns. We feel that we have put strong supports in place to make sure all students have daily access and engagement.

Stakeholder Engagement

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

Santa Clara Elementary School District realizes how important stakeholder engagement and feedback is in the midst of the COVID-19 pandemic. Administration and staff continues to diligently engage with students and families in a variety of ways in order to reach all stakeholders. We feel this communication is critical for the health and well being of our school community. Methods used include parent surveys, students surveys, phone calls, emails, Zoom meetings, including one on one, small and whole group, Class Dojo messages, and use of Google Classroom. The Parent Teacher Organization and the School Board held monthly meetings which could be accessed via Zoom on the internet or on a mobile device. Administration provided families and community members with regular updates on the spring distance learning program and potential reopening plans for the fall. Teachers and support staff communicated with students and parents daily during the spring of 2020 and continue to do so presently.

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

SCESD promoted stakeholder engagement with options that allowed for remote participation in public hearings and local governing board meetings. This included efforts to reach families and community members who do not have internet access, or who speak languages other than English. All virtual meetings were held via Zoom and accessible on the internet or on a mobile device to members of the public. The agenda for all board meetings was published 72 hours in advance of the meeting, and the minutes were posted on the school website after the meeting was held.

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

Stakeholder feedback was encouraged formally through parent surveys and informally through phone calls, emails, and Class Dojo messages.

- Reopening Survey: Parent Survey given July 9, 2020; 33 families responded (94% of student body) Parents were asked their preference for returning to school in the fall of 2020 in on campus to the extent possible or distance learning. They were asked to share their concerns, suggestions, and questions regarding the learning environment for the 2020-2021 school year. The survey was conducted via email. Home Access to Technology Survey: Parent survey given July 9, 2020; 33 families responded (94% of

student body) Parents were asked if students had access to internet at home. Phone calls were made to those families who did not respond to the survey.

Reopening Preference Survey results showed:

- Distance Learning:
- 18.2%
- In Person Learning:
- 81.8%

Home Access to Internet results showed:

- 88% had access anytime all day
- 9% had access only for specific periods
- 3% had limited or intermittent access

Suggestions included:

- tablets for available for students
- 2 or 3 full days instead of 5 half days on campus
- in person instruction aligned with the American Pediatric Assn's statement that students should be physically present in school in the fall
- blended learning
- follow health protocols
- distance learning option for those not comfortable with in person
- require masks
- outdoor classrooms

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

District staff solicited stakeholder feedback, analyzed surveys, and gathered data. All stakeholder groups were given opportunity to participate in discussions which led to the development of the Learning Continuity Plan. The plan was available for review and approval by the stakeholder groups, to ensure agreement with the priorities, goals, actions, services and expenditures of the plan. Based on the stakeholder input, improvements were made to the Distance Learning Program in the areas of rigor, scheduling, direct instruction, grading, assessments, technology platforms, and teacher training. SCESD purchased Chromebooks and distributed to all students and purchased Hotspots for families in who expressed limited or intermittent internet access in response to parent surveys. The District implemented a new, online staff development program, Simple K12, to answer staff requests for additional training on digital programs and platforms. Staff were provided additional technology to support Distance Learning, including, flat panel cameras, document cameras, ipad stands, and bluetooth headphones/microphones. Additionally, we increased our Social Emotional Learning Services to support students who were feeling isolated as indicated by parents and observed by teachers.

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.]

The SCESD administrator carefully monitors student learning, including learning loss and progress towards IEP goals. Due to the small size of the district, 55 students, currently less than 2% of students are receiving special education services. IEP minutes are being met via Zoom platform with Speech/Language Specialist contracted through the Ventura County Office of Education. Teachers engage in constant communication with support staff, parents and administration to ensure all students are attending and engaging in both synchronous and asynchronous learning. Any concerns are reported immediately to administration and communicated to parents. Instructional aides are providing grade level, small group support for struggling students based on student or parent requests and/or teacher observations of need.

Currently in the purple tier in Ventura County, the district has developed a reopening plan that will be put into effect when safe to do so and allowed by state and county public health guidelines. It will consist of a hybrid model with grade level cohorts together in small groups. Drop off, dismissal, lunch and recess times will be staggered to accommodate the small cohorts. All of the recommended social distancing protocols will be followed including small cohorts of students in a classroom, social distancing, student/staff masks, desk shields, and staggered lunch/recess times.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

The SCESD staff developed a plan to provide a quality Distance Learning Program to students including both synchronous and asynchronous learning. The plan was based on input from students, parents and teachers from experiences with the emergency 2019-20 Distance Learning Program. Our primary focus was to provide students with a program and curriculum that more closely mirrored our traditional school program, thus leading to an easier transition for students. We wanted students to have access to our adopted curriculum in both printed and digital versions in case a change in program from in person instruction and distance learning was necessary. Teachers created digital classrooms, providing students and parents links to curriculum, assignments and resources. Staff collaborated to create consistent schedules and digital platforms, that would be more manageable for working parents and younger students. Teachers and instructional aides developed schedules, allowing for a combination of online and independent work with brain and nutrition breaks built in. Teachers incorporated Social Emotional Learning activities and engagement pieces that were limited during the spring. Rigorous lesson plans were formed with a focus on student engagement. Support is provided on a daily basis for struggling students per student or parent requests or teacher observation of need. Instructional aides provide individual and small group support in breakout rooms or separate study sessions. Teachers have set up office hours to work individually with students or to engage in small group work.

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.]

SCESD will ensure access to devices, assistive technology, and internet connectivity for all students to support distance learning. Chromebooks were issued to all students K-6 in August of 2020. Touchscreen Chromebooks were purchased for K/1 students to assist the younger students and to help ensure our 1 to 1 device to student ratio. Information was gathered through parent surveys, parent requests and teacher observations to determine which students had limited or intermittent internet. Hotspots were purchased and checked out to those students.

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.]

Daily attendance is taken and recorded during live class meetings via Zoom on our Student Information System, Aequitas "Q". If a child is not present during the class meeting, the teacher will contact the family to determine the reason. If a child is unable to attend synchronous meetings, but is completing the schoolwork, they will be marked present. If a child is not present and does not complete class assignments for that day, they will be marked absent. Additionally, teachers will be recording pupil engagement through the CDE Combined Daily Participation and Weekly Engagement Template and parents will verify completion of independent written assignments through a weekly Parent Verification Log.

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.]

SCESD, as part of the small school districts consortium, recently purchased licenses for all staff members to access Simple K12, a website that offers practical online teacher training. This website offers close to 4,000 training videos ranging from classroom management to diversity and SEL to virtual learning. Both classified and certificated staff can search on their own to access these resources or webinars can be assigned by administration. All staff will meet via Zoom weekly to collaborate and build relationships. Staff will be provided ample planning time to prepare for the new Distance Learning Program. SCESD training also included health and safety protocols. Technological support will be contracted through the Ventura County Office of Education.

Staff Roles and Responsibilities

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

Teachers and instructional aides have the option to work from home or onsite. The hours worked and expectations for all staff remain the same.
Our instructional aides are also spending more time working in small groups or assisting struggling students one on one as they are no longer needed for recess or lunch supervision.
Based on family needs, administration will support students as needed based on student/parent requests and/or teacher observations.

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.]

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

Description	Total Funds	Contributing
20 Touchscreen Chromebooks to augment 1:1	\$9,054	Yes
5 Hotspots for Household	\$1,150	No
3 Cameras for Flat Panels	\$1,622	No

Description	Total Funds	Contributing
3 Teacher Document Cameras	\$319	No
3 Teacher iPad Stands	\$585	No
6 Staff Headsets	\$231	No
Simple K12 Online Teacher Training Program	\$560	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.]

SCESD examines data gathered through both formal and informal assessments including such measures as observations, assignments, quizzes, tests and universal screening. This will continue with distance learning as teachers conduct these assessments in a virtual manner. Instructional strategies and intervention will be based on the results of these assessments and adjusted as necessary. If a child is not making adequate progress, a SST will be held to address academic concerns and mitigate learning loss. In addition, those students who have an IEP are also closely monitored by the Administrator to ensure that progress is being made towards their individual goals.

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.]

The teachers will use the digital assessment, both formative and summative, included as part of our district adopted curriculum. The assessment pieces allow for differentiation of instruction as the workflow is adaptive. Teachers will closely monitor student progress and adjust their lesson plans in response to the gathered data in order to support all learners. Teachers will give assignments based on individual, student need. The curriculum is leveled, allowing for reteach lessons for struggling students, practice for students who are grade-

level proficient and above level challenges for students scoring above proficiency. Further, instructional aides, teachers and the principal will examine student data on Fridays at our weekly staff meeting to make decisions about which students will receive extra support in the upcoming week. Our individual and small group intervention sessions are designed so that students move fluidly as needed to master standards. Instructional aides and teachers have scheduled time each day to work one on one and/or in small groups with students to provide additional support to students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Each Friday the instructional staff meets to examine the student data, review strategies and explore services and supports to students. Teachers are flexible with schedules and lesson plans in order to provide students with the most effective lessons to maximize their time based on the data. Our primary goal is to increase student achievement through the synchronous and asynchronous activities and assignments in our Distance Learning Program.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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 SCESD administration and staff believe that the mental health of our students, families and staff members is a top priority. Our small size of 55 students and 8 staff members and our rural setting lends itself well to a family like atmosphere, where staff become very familiar with families and their needs. Feelings of a strong, school connectedness and trusting relationships are built with open communication and collaboration. Teachers are available via phone, text, and email daily. Students and parents utilize office hours to express family needs. SCESD staff are quick to respond, which in turn builds trust. Teachers hold daily/weekly individual, small-group, and whole-class meetings to engage students with a sense of community and to reduce isolation. Homework and tutoring support is available to students whose parents are working and/or unable to help the student for a variety of reasons. This support is provided to struggling students per parent or student request or teacher observation of need. Teachers reach out immediately to students and/or parents of students who are absent or not participating. Teachers encourage students to share their experiences, celebrate important milestones, and encourage and respect one another. The district contracts with the Ventura County Office of Education for additional services provided by a Social Emotional Support

Specialist. Teachers are able to consult with the SESS as needed and lessons are provided in the area of Social Emotional Learning. The SCESD website <https://santaclaraesd.org> offers families and staff with a list of resources available in the community. Additionally, teachers and instructional aides are tracking student attendance and engagement through our Student Information System, Aequitas Q. Concerns are noted, communicated to administration and followed up on with the student and parents.

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.]

Teachers and instructional aides keep daily attendance records of their small and whole group synchronous instruction. The attendance is recorded by the teacher in the district's Student Information System, Aequitas Q. Further, student engagement data is recorded in Q as well. This includes information that describes to what extent the student is completing synchronous/asynchronous learning such as participating in class meetings, completing independent work and engaging with teacher and classmates. Teachers follow up immediately via text, phone call or email with parents of students who are absent during live video conferencing or who are not participating, engaging or completing independent assignments. If poor student attendance and engagement continues, chronic absenteeism letters will be mailed home, and a parent conference will be held to discuss ways to support the student.

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.]

Santa Clara Elementary is a small, historic red schoolhouse with an addition of 2 relocatable classrooms. The schoolhouse does not have a functioning kitchen onsite; therefore, food service agreements are made with neighboring school districts for a lunch program. Students who are eligible for free and reduced-price meals are approximately 7% of school population. All families have been notified through emails and the school website of the free meals provided to all students through the neighboring Santa Paula Unified School District. SCESD staff will emphasize the following lunch protocols with either distance learning or in-person learning: teaching and reinforcing handwashing, wearing of face covering by staff and students when near other staff or students, stocking adequate supplies, including soap, hand sanitizer, and tissues and posting signs on how to stop the spread of COVID-19.

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
1.61%	\$8,119

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.]

Due to the small size of the district, 55 students, currently the district has 0% foster youth, 0% English learners, and 7% low-income students . The district provides small classes, targeted instruction, academic support, instructional materials and services, and teacher professional development. The professional development for teaching essential standards will be specifically targeted toward meeting the

needs of unduplicated students. In addition, the use of the supplemental funds on a district-wide basis is the most effective use of the funds to meet the mutual goals of the district and stakeholders for the needs of low income, foster youth, and English Learner. In a distance-learning environment, the needs of the unduplicated students again take priority especially during the pandemic. Students will be put in small groups for daily targeted instruction and differentiation. SCESD instructional staff will implement a multi tiered system of supports. Staff will ensure full access to technology; this includes hotspots, devices, and training for parents when needed. The needs of low income, English learners and foster youth were considered first when looking at ease of access for students and parents during distance learning. In addition to connectivity, administration and teachers felt it important to provide consistent scheduling and digital platforms across the grade levels and daily access to individual and small group support with instructional aide and/or the classroom teacher.

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

In 2020-21 supplemental funds in the district are principally directed toward meeting the needs of low income pupils, foster youth, and English learners. Due to the small size of the district, 55 students, currently the district has 0% foster youth, 0% English learners, and 7% low-income students. SCESD is providing activities to promote physical and mental health, activities to keep students connected and engaged, targeted instruction, academic support, and teacher professional development. The professional development will enhance teachers' knowledge of using data to guide instruction especially strategies for English learners, foster youth, and low income students. Communication to families was critical to ensure that unduplicated students had what they needed to be successful. The district also budgeted for our youngest learners for developmentally appropriate distance learning tools with the touchscreen chromebooks.