

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.]

Since the District school closure on March 17, Lone Pine Unified School District students as a whole experienced a lack of engagement. This was particularly evident in the high number of F marks received at the high school. The District, as a consequence, received a higher than normal number of students for high school summer school. To compound the problem further, the teacher became infected and the school had to be closed 2/3 of the way through. The remaining students, who were primarily there due to their lack of engagement in distance learning were forced to finish the term through distance learning. The District still has an inordinate number of F marks to mitigate. Anecdotally, our elementary staff reported a higher level of student stress.

Stakeholder Engagement

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

A community wide survey was launched in May regarding stakeholder preferences on reopening. The survey closed June 12. It was distributed in English and Spanish. It was online. There were 98 participants. The District has a student population of 330. Parents, students, teachers, classified staff, and administration were sent invitations via newsletter mailings and electronic correspondence. The results were presented to the school board at their regularly scheduled June 17, 2020 Board meeting. A stakeholder meeting consisting of several parents, teachers, classified staff, superintendent, and board president was held in July 22, 2020. Survey results were again shared at the meeting and concerns were all heard and solutions entertained. This meeting was called particularly in light of the escalating positive cases and concerns in the county. The stakeholders agreed to take their ideas to the teachers to develop a more detailed plan. Two teacher meetings (TK-5) and 6-12 were held on July 28th and 29th to develop this plan. A draft was developed and shared with representative teachers, district office staff, school secretaries, and site administration for comments and editing. A memorandum of understanding between both classified and teacher union groups began to be developed in light of the impact COVID-19 had on the schools and working conditions. A special Board meeting was held on August 11, 2020 to vote on the reopening plan. Public comments were welcomed and read. Lo-Inyo Elementary School’s Site Council was also consulted on September 28, 2020 on the plan and provided their input on a draft of the plan. Lo-Inyo’s School Site Council is the only site council in the district as the high school is exempt from site council requirement. The Lo-Inyo Site Council, for the purpose of this plan, is considered the Parent Advisory Committee.

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

The June 17 Board meeting was held remotely via Zoom with public comments being accepted and read via email. All parents were sent an invitation to the July 22 stakeholder meeting. There were 19 total participants and nobody was refused a spot. Adequate distancing was maintained. The special Board meeting on August 11 was similarly held via Zoom and public comments were welcomed and read aloud. The July 28 and 29 meetings with teachers were held via Zoom and all but a few teachers participated.

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

From the stakeholder meeting on July 22 many ideas were expressed resulting in a consensus that reopening should consist of 1) a shortened school day in order to allow teachers to reach out to students whose parents opt for continued distance learning, 2) modifying the schedules of grades 6-12 so that not all are taught in one day or perhaps even one semester, and 3) ensuring as much protection as possible including getting many more touchless thermometers for bus drivers and teachers to take temperatures of students more efficiently and effectively prior to beginning their school day.

The teachers with administration created a plan that included the modified day, temperature checks, and ensuring as much protection as practicable and simultaneous instruction with distance learning kids. Afternoon time for the teachers would be for reaching out to students that needed extra help to be successful and for holding office hours. All teachers will continue to receive their contractual preparation period. Additionally, for grades 6-12, the consensus was to have three main blocks of live instruction as opposed to six short times in the modified day. At the high school, this resulted in a full year being covered in one semester.

The Site Council brought up concerns about students simply sitting at their computers all day, parents understanding that there will be a transition time as the simultaneous instruction is taking place, for example, there might not be technology available that allows the teacher to roam about the classroom while distance learners remain at home. There was also a concern about teachers not getting their contractual preparation period if they are required to reach out to students from 1 to 3 PM.

The English Learner Advisory Council members shared their concern about students continuing to receive their same schedule.

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

The feedback on the modified day, simultaneous instruction, and modified year as well as personal protective material and thermometers all influenced the reopening plan.

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 schools will remain open for in person instruction when the local public health department supports such action. Simultaneous live instruction will be provided to students opting for distance learning.

Stipends will also be given to teachers for working proactively with students identified for being at risk of failing or disengaging in order to prevent their failure and disengagement.

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

Description	Total Funds	Contributing
Teacher meetings to create plan that includes in person instruction	\$0	Y
Stakeholder meetings to create plan to include in person instruction	\$0	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.]

A reopening plan includes a modified day with an emphasis on English Language Arts and Math in grades K-8. These are the foundational subjects. The modified day is a shortened day with simultaneous instruction being offered to students who choose distance learning. If distance learning becomes a requirement for all students, the schedule will stay the same and the distance learning students will experience their instruction uninterrupted. The in-person students would still experience the same routines and schedules and be accustomed to interacting with their distance learning peers.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students will be given their devices to take home. A contract is in place with the local internet provider to ensure all households will have connectivity.

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.]

Teachers will be delivering live instruction daily to all students whether they are in the classroom or doing distance learning. This will occur primarily during the morning hours, from 8:00 AM to 12:15 PM. Physical Education assignments for distance learning students and students in grades 6-8 will be sent home. Teachers will be assigning and collecting work in order to measure participation and achievement. Additionally, teachers will be investing their afternoon time to actively reach out to students who were not appropriately engaged (e.g., did not attend or appeared disengaged) to determine what the students need to become appropriately engaged.

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.]

Profession Development regarding distance learning, social emotional learning, learning loss recovery from school closures, etc. will be provided to teachers at the beginning of school and at other times as needed. A full-time technology specialist will be on district grounds to attend to any technology issues that need attention. The County Office of Education's technology department will also be supportive of the district's needs.

Staff Roles and Responsibilities

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

Kitchen staff will be prepared to offer grab and go meals to students. These will remain free of charge to students who qualify for free and reduced-price lunch and all students through December 2020 or until the funding from the United States Department of Agriculture (USDA) runs out. After USDA funding is over, free meals will continue to be available for those who qualify and will be available on a paid basis for students who do not qualify. Maintenance staff will shift priorities toward sanitizing and ensuring facilities stay habitable. Teachers will be providing instruction through a shortened day of daily live interaction. And during the afternoon they will contact students who do not engage adequately.

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.]

Teachers will adapt their Specifically Designed Academic Instruction in English (SDAIE) strategies and English Learning Development (ELD) strategies so their students can accelerate their acquisition of academic content and English language acquisition at the same rate they otherwise would. Special Education case carries will meet individually with each student to be sure they receive the accommodations and modifications they need per the Individualized Educational Programs (IEPs). Administration will monitor the engagement of students by reviewing sessions delivered, assessment scores, and progress reports in addition to requesting lists of students experiencing difficulties from teachers. Classified instructional support staff will be used to help serve as an extension of the teacher for tasks that do not require a direct contract with students from a certificated teacher.

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

Description	Total Funds	Contributing
Professional Development for Teachers regarding Distance Learning	\$20,000	Y
Acquisition of devices and ancillary technology for teachers to more effectively deliver distance learning instruction	\$10,000	Y
Distribution of devices for students	\$15,000	Y
Acquisition of Internet Access to students who need it	\$25,000	Y
Acquisition of programs such as NextGen Math	\$9,500	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.]

Teachers have been allocated up to two hours in the afternoon to actively reach out and connect with students, particularly those that are not engaging. Learning Loss Recovery stipends are being issued to help students recover deficits in English language arts (ELA) and math, to ameliorate failing grades, and also to prevent student failure at the onset. Report cards, teacher reports, and assessments such as those in IXL, NextGen Math, STAR Reading, and STAR Math will be used to monitor progress and learning status.

School sites will actively reach out to parents of students whose learning status falls short of expected benchmarks. School sites will encourage these students to attend a program after school hours to address their learning needs. This can be covered by one of the two teacher stipends.

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.]

Stipends to recover learning loss and prevent it are being offered to teachers. For both sets of stipends, teachers will be assigned to work with groups of students identified by administration. It is understood these groups of students will likely contain students identified as English learners, foster youth, pupils with exceptional needs, as well as students experiencing homelessness. Teachers will use SDAIE and ELD strategies as appropriate with English learners. Teachers will implement social emotional strategies and attend to social emotional needs for all student, but in particular, foster youth.

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.]

Student performance on internal assessments such as those embedded in programs the district has procured for distance learning provided to students periodically. These include IXL, NextGen

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

Description	Total Funds	Contributing
Learning Loss Recovery Stipends	\$25,000	Y
Learning Loss Prevention Stipends	\$25,000	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.]

The district's behavioral specialist provided through the County Office of Education will be used to identify and provide appropriate Social Emotional Learning (SEL) instruction to students. Staff will be trained to provide SEL and identify students in need of extra attention in this regard in order to experience school success.

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 are provided with up to two hours in the afternoon specifically to reach out to and connect with students who were not present during the daily live interaction and those who are not engaging sufficiently to experience classroom success. The district translator at Lo-Inyo Elementary School is available to all teachers in the district to assist with translations as needed. Administration will monitor attendance based on daily live interaction as well as engagement in instruction.

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 cafeteria will be providing meals to all students on a grab and go basis after school each day. All students will be offered these meals free of charge through December or until USDA funding runs out. After December, or until funding runs out, students who qualify for free and reduced-price lunch will receive theirs for free. Students who do not qualify, may purchase their meals as usual. Students who are participating in distance learning may come to the school to pick up their meals. Delivery will be made to students who live in the more remote areas of the district boundaries.

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

Section	Description	Total Funds	Contributing
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N/A	Administrative and attorney time invested in creating MOUs with teachers and classified staff unions	\$10,000	Y
N/A	Acquisition of sanitizing equipment and materials including Personal Protective Equipment	\$15,000	Y
N/A	Training staff in hand sanitizer equipment	\$0	Y
N/A	Administrator time in home visits to students who appeared to be disengaged	\$0	Y
N/A	Personal Protective Equipment such as masks, face shields, desk shields	\$15,000	Y

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
15%	\$50,000

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.]

- 1) When implementing the district's Positive Behavioral Interventions and Supports (PBIS) framework across each school, the needs of English learners, foster youth, and low-income students were considered first by looking at how identified strategies affects each group of students. For example, when implementing the system for reaching out to disengaged students, the schools considered translation needs for English learners and social emotional needs for foster youth and low-income students.
- 2) English learners, foster youth, and low-income students will benefit from being in the same environment with their age and grade level peers. This type of interaction provides them with opportunities to engage in the content by expressing their thoughts through language. Also, it attends to their social emotional needs by providing relationships and positive, constructive interactions they might not otherwise have. Teachers are attentive to the additional needs of these identified students and ensure they are receiving additional or adapted instruction as needed and are otherwise engaging in the learning appropriately.

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

The additional attention the foster youth, English learners, and low-income students receive will translate into increased performance as measured by the district's internal assessments.