



# San Lucas

## Union School District

### 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.]

The San Lucas USD has been impacted by COVID-19 in various ways. Emotionally, there is a sense of fear. 61.9% of stakeholders who responded to our online survey felt that COVID-19 is a real threat to our community. Positive cases numbers in Monterey county suggest that the largest demographic hit are Latinx people who work in the ag industry. Among our stakeholders, 57.1% work in the hardest hit areas. Educationally, there is a growing concern that students could be falling behind. Over 30% of responses to the stakeholder survey stated they were parents who lacked the technical knowledge to support their child in distance learning. Physically and socially, people are getting less exercise. The school facility has in the past been open to children in after hours and on weekends for basketball and running. With the facility closed and concerns about COVID-19, fewer people are leaving their house. Digitally, the San Lucas community is struggling. The town is located in an area with limited options for internet service. The District provides Verizon-based hot spots, which vary in reliability depending on the exact location of the household in which the hot spot is being used. The teachers are struggling to keep up with the transfer of a

physical classroom to an online one, policy changes coming from state and federal mandates, difficulties staying in consistent contact with families, and learning multiple new technologies to create a robust online learning experience for students.

As a result, the Learning Continuity Plan is responding to these needs in multiple ways. For addressing emotional impact, the fear of the unknown is best done with data and procedural safeguards. Flyers on safety protocols are posted on the school community bulletin board and distributed to the community during meal pick ups. COVID safety and health training has been provided to staff via Keenan online webinars and the Visiting Nurse's Association. The school has a school counselor, available on a weekly basis. For educational needs, there are two online diagnostics to assess how much learning loss needs addressing (iReady and IRLA). Teachers are all physically on site to support students to the maximum extent allowable. Other online subscriptions have been purchased to give students an eLibrary and access to online classrooms. Phone check ins, paper packet checkouts, and social media are all used to track student attendance and participation. Physical exercise has been included on teacher classroom procedures to remind students to keep themselves in shape. Free meals are provided to all students, which follow USDA nutritional guidelines. Digitally, every student has a new laptop and hot spot. The school has an employee who is onsite daily to help walk families through tech issues. The school is also preparing to make use of small learning hubs, per state guidance and online tutoring via contracted certificated teacher. Student government has been formed to promote school spirit activities online to keep students and families engaged.

## Stakeholder Engagement

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

The overall process for stakeholder engagement included outreach opportunities that accommodated multiple modes of communication. A reopening and distance learning planning committee met on 6/17/20, 6/24/20, 7/1/20, 7/6/20, 7/14/20, 7/22/20, and 7/29/20, which included representatives from collective bargaining units and community feedback via parents club representative and Board member input. Website and social media announcement of distance learning planning provided on 7/10/2020. Surveys were provided to staff, students, families, and community members on 7/5/2020, 8/5/2020, and 8/10/2020. Surveys were announced on social media, school website, and school-wide phone messaging system. Surveys were available via online links provided on social media, school website, and phone texting system. Paper copies were available on the school site for families, who could pick up a paper copy during one of the school's many free food distributions days. Surveys were available in both English and Spanish (no other languages are spoken by stakeholders). After the initial draft of the Learning Continuity and Attendance Plan was published and a paper copy available in office, a stakeholder survey was made available online or paper copies in the office in English and Spanish from 9/1/2020-9/14/2020. The 9/8/2020 Public Hearing was announced and posted on 8/14/2020, with online reminders on 9/1/2020, 9/7/2020, and 9/8/2020. The Public Hearing took place on 9/8/2020 at 6:30pm. A Board member and the Superintendent/Principal physically attended the meeting and a parent stakeholder attended the meeting via Zoom. Stakeholder representation on the survey are 41% student response, 44% parent response, 11% staff, and 4% community members.

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

The San Lucas District Board meetings have occurred in person with social distancing and mask protocols in place, due to lack of reliable Internet Service Providers. Zoom and phone in options are available upon request, as well as in person attendance or comment submission prior to meeting. LEA promoted stakeholder engagement through remote participation in the public hearing on Sept 8 via a Zoom link, and comment submission prior to the Sept 8 public hearing. A parent representative attended 6/9/20 and 7/14/20 Board meetings in person with mask and social distancing protocols. The 9/8/2020 Public Hearing offered a Zoom invitation, provided via the school's Facebook page.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following ideas emerged from our analysis: Parents are worried about COVID, but more worried about distance learning. 76% of respondents to one survey preferred returning to school, despite also having concerns over COVID. The lack of a substantial internet service provider in the San Lucas ZIP code is problematic. 80% of families need Internet provided to them, but of the 71% of families who used an LEA-issued hot spot in Spring 2019, only 41% said the hot spot worked well enough for them to do their assignments. On top of that, many families did not own their own technology, and thus were not prepared to handle basic troubleshooting with home technology issues. Multiple parents ask when school will reopen to students.

On the most recent survey to solicit feedback on the Learning Continuity and Attendance Plan, 100% of all surveyed stating they felt they could speak their opinion directly to the school administration or via the front office or classroom teacher and 82% agreed the school is doing the best it can (the remaining 18% selected "neither agree nor disagree" and 0% disagreed). Additionally, stakeholders participated in a ranking survey. Using a ranking of 0-100 in which 100 means Strongly Agree, the following perceptions emerged: while families may feel frustrated, they appear to feel comfortable in making sure they are heard and trust the school with their children:

- An average score of 72 stated they would prefer to come to school following mask and social distancing protocols
- An average score of 62 indicated that learning loss was of larger concern than COVID19
- An average score of 61 expressed satisfaction with the school-provided hot spot
- An average score of 61 expressed that they felt the hot spot problems were a product of the town's location, and not a fault of the school
- An average score of 57 expressed that better Internet might make them more comfortable with distance learning
- An average score of 63 was glad to have a school counselor available.
- An average score of 56 expressed a desire for more online interaction.
- An average score of 48 expressed a desire for more paper-based work packets.

A majority of the surveyed respondents were aware of the different forms of technology hardware, apps, and options available for school distance learning and how to use them.

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

The stakeholder engagement process included the development of the Learning Continuity Plan in these specific ways:

1. Tech Support -- It's clear that the school needs a tech support employee to support students and parents in using their LEA-issued laptop and hot spot. The first week of hot spot use, only 38% of students were successful with using their LEA-issued hot spots. With the implementation of tech support, that number has since increased to a 75% success rate.
2. Cleaning protocols -- Stricter cleaning and health protocols are in place: all staff submit to daily self-screening questions and temperature check; new cleaning devices have been purchased for daily room sanitization. This will continue to be important as the school reopens to small learning hubs of teacher:student groups of 1:4.
3. On site staff presence -- 100% of the school staff elect to work on site. This gives staff full access to the entire array of classroom and school resources while using Zoom, Google Classroom (Gr 6-8) and associated Google Apps, and Canvas (K-5). This also opens up the opportunity for 1:4 in person meetings for our highest needs students.
4. School Spirit endeavors -- the school is promoting school spirit activities through social media to encourage the students to want to join in their classroom Zooms. The school also has a Student Government (ASB), who meet online with their Advisor and discuss ways to promote school attendance and engagement.

## 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.]

While on full distance learning (low risk phase on reopening plan), schools may take advantage of state allowed option to allow small learning hubs on campus for high needs students for whom distance learning doesn't provide a robust academic learning experience. Based on current state guidance, up to 25% of students may be invited to small learning hubs. Per the Board approved reopening plan, learning meetings may only take place on site with a student-teacher ratio of 1:1, and the meetings must take place outside with a plexi glass barrier in between the two people. 17% of families have been invited to allow their child to participate in these 1:1 in-person learning meetings with their teachers. A COVID liability waiver must be signed in order for a student to participate. Of those invited, 100% have agreed and signed a COVID liability waiver. These actions suggest families want their children to come to school in person, despite the growing number of COVID cases. Priority was given to the students with special needs, and transitional and regular kindergarten age students who have never been to school nor know how to use computers. Students with English language development needs, foster youth, and homeless youth are actively being assessed for the potential need for in-person meetings.

Upon moving into moderate risk phase of the reopening plan (as soon as allowed by county and state public health permission), the LEA is prepared to return all students to in person learning, with classrooms larger than 16 students separated into small groups. The school has 4 classrooms, with student numbers of 21, 14, 16, and 19. The 14- and 16-student classrooms are spacious enough for students to be seated 6 feet apart all day. The classroom of 21 will be split in half and each group will spend half the day with their classroom teacher and the other half of the day with the ASES director, who will assist the classroom teacher with outdoor activities in gardening (the science curriculum for the year will focus on plant life cycles and climate), art, and PE activities. The 19-student classroom will be split between the classroom and the computer lab, with the students situated 6-feet apart. In their classroom time, the students will have in person instruction from their teacher with their other classmates joining by computer from the computer lab, and then they will switch rooms and continue with the same plan. Cleaning procedures will be increased to sanitizing the rooms where cohorts switch -- 6th-8th grade room and computer lab, ASES room and Kinder room, all restrooms, staff room, and front office. These areas will be sanitized halfway through the day when the groups switch locations. Lunch will be eaten outdoors on outdoor tables. PE will be contact-less, and there will be no afterschool program. School is using iReady diagnostics to assess learning loss, which will be administered as early as possible (could take more time with the youngest and high needs students, who are not tech adept). iReady diagnostics also provides online individualized tutoring modules, which students will do for 45 minutes a day in Math and Reading each. School has in the past used the paper and book based American Reading Company's (ARC) English Language Arts curriculum online, which includes the independent reading level assessment (IRLA); LEA will order IRLA and ARC online in order to provide access to an online library. Masks will be worn all day by all students and staff, except when staff is by themselves in their office space or students are sitting in their desk space. Masks will be washed and maintained onsite and the school will purchase a washer and dryer.

School will provide a school counselor to address social and emotional needs of students, as they experience emotional ups and downs during distance learning. School district utilized county office for homeless and foster youth support. Learning loss mitigation occurs through iReady assessing and tutoring modules. 50% of school teachers are bilingual and nonbilingual teachers have a bilingual classroom aide assigned to class, in order to support English language learners in class. English language development (ELD) is embedded in the ARC curriculum. All certificated staff taking ELD professional development (PD) in September through the El Rise! project.

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

Description	Total Funds	Contributing
Keeping ASES director onsite full day to support technology needs with families during distance learning and to support Kindergarten-Grade 2 classroom cohorts in science, arts, and PE.	\$54,534	Yes
Counselor on site every Friday to support students via Zoom during distance learning and in person during in person learning.	\$8,224	Yes

Description	Total Funds	Contributing
All certificated staff taking English Language Development PD on supporting ELL students during, and setting goals for the year that target their individual students.	\$13,476	Yes
Purchase and installation of hot water washer and electric dryer, Victory electrostatic handheld and backpack sprayers to handle new safety and cleaning protocols.	\$5,823	No
iReady and American Reading Company online learning subscriptions	\$11,200	Yes
Hot Spots subscriptions for student distance learning	\$33,502	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.]

Students on full distance learning with visits to school site for 1:4 meetings with teachers and select high needs and struggling students. Teachers will use Canvas (Gr K-5), Google Classroom (Gr 6-8) and associated Google apps, i-Ready and American Reading Company online. Individual teachers also using additional apps at their personal discretion, examples of which might be Vocabulary.com, Scholastic, or XtraMath. Students with beginning level math and reading skills will also be supplied with a OneTab electronic handheld devices for ELA/Math support. iReady will be used to measure baseline learning levels and stay on top of learning progress (assessments to occur at least 2 more times during the school year). For students academically performing atypically from their peers, interventions will be provided and tracked on an as needed basis. Students with speech disabilities will receive speech services online. Students with learning disabilities will receive specialized academic instruction through 1:4 meetings onsite.

To ensure students have full range of access to online curriculum, laptops will be provided to students at 1:1 ratio. Hot spots provided 1 per family, with eventual increase to 1 per student. The purchase of 4G LTE Signal Boosters are being researched, based on availability and potential to increase signal strength. After school program (ASES) will be used for tech support during full distance learning. Also, the school

library and the school both boost their WiFi signal up to 200 ft out. Attendance and engagement will be tracked daily, with administration follows up on Wednesdays and the first week of every month to the families who are struggling with attendance or engagement. Parents can communicate with their teachers by contacting the school secretary and requesting a phone call. In person meetings can be arranged in advance to take place outside. School uses Positive Behavior Intervention and Support and a Spirit Week via social media to encourage appropriate social, emotional, and academic behavior. School employs a weekly counselor who will make phone calls and Zoom sessions, based on teacher referral. Special needs students receive MCBH therapy, as qualified, via Zoom.

## **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.]

1:1 new Dell laptop computers for students and hot spots are issued 1 per family, which will slowly increase to 1 per student as supply allows. ASES director is onsite daily to offer tech support, and school and town library WiFi signal is available to student use, if they wish to park in the parking lot or sit outside. Students experiencing tech issues have other options to establish attendance; however, the ultimate goal is to attend all online sessions.

## **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.]

All students have a daily live interaction with teachers. Wednesdays are set aside for asynchronous learning, with a short homeroom conducted first thing in the morning for teachers to clarify any asynchronous scheduling questions for students. Teachers will keep a daily log, filled in every Wednesday, tracking student attendance, student engagement and time value of work assignments to ensure students are receiving appropriate amount of instructional minutes -- TK-K 180 minutes; Gr 1-3 230 minutes; Gr 6-8 240 minutes. Assignments are provided on paper to any students presenting technology struggles. As technology presence increases, the paper packet work may decrease, depending on the student grade level.

## **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.]

Staff to receive training on iReady from coach. Canvas and Google Classroom training through self-paced webinars. American Reading Company training to be determined. Online CUE professional development (PD) workshops have been offered to staff, as well as English Language Development PD workshops. Every Wednesday is set aside for staff to plan lessons aligned with distance learning best practices. District has requested PD from the county office of education in school climate and technology. The following texts will be used onsite in admin-led PD: *Slow Teaching: On finding calm, clarity and impact in the classroom* (2019) by Jamie Thorn and *Onward: Cultivating Emotional Resilience in Educators* (2018) by Elena Aguilar.

## Staff Roles and Responsibilities

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

All certificated staff roles remain the same. Instructional aides from the classroom will be doing more 1:1 Zoom and teacher work packet prep to support classrooms than in previous school years (during which they would have provided small group support or 1:1 special need support in class). The ASES director will be used for tech support and school gardening with small groups no larger than 1:4 students while school is on distance learning.

## 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.]

All ELL students of San Lucas USD are Spanish speaking. Spanish language also spoken by 71% of school staff. To support English learners, all certificated staff will participate in an ELD PD. ELD is embedded in ARC curriculum. Staff will be reviewing ELL student needs as they participate in PD, and set individual goals for students. School currently has no foster care students. Homeless students are identified and tracked by the school office clerk, who ensures they have everything they need. Thus far, students have received all necessary equipment to participate in online learning.

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

Description	Total Funds	Contributing
Additional 36 hot spots with accompanying subscriptions	\$12,693	Yes
Online ARC curriculum subscription	3,700	Yes
Purchase of headsets with microphones to mitigate background distractions when students are learning from home	\$1,379	Yes
Purchase of 4G LTE Boosters, if proven capable of increasing WiFi capabilities	\$18,700	

## 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.]

School is using iReady diagnostics to identify baseline levels of skill in Reading and Math for all students. Additionally, iReady creates individualized tutoring modules for the students, so staff is making effort to ensure all students are participating in their modules for 45 minutes a day in both Reading and Math. Teachers assess student skill sets every Wednesday while reviewing grades and engagement data, and alerts administration when additional intervention is necessary.

## 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.]

Strategies include scheduling 1:4 in person meetings with students demonstrating failure to progress, as identified by teacher or observed in iReady diagnostics. Over 85% of students are low income, so all students receive all supplies needed for online learning. Teachers will review learning progress every Wednesday to identify any students struggling.

## 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.]

iReady and online IRLA provide diagnostics that can be conducted throughout year, to identify student growth. Teacher collected data on student attendance and engagement are also used to identify effectiveness of strategies.

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

Description	Total Funds	Contributing
iReady diagnostics and tutoring for Math and Reading baseline and progression levels of performance; PD for teachers in using iReady	\$7,500	Yes
ARC and IRLA online library for Reading and Writing baseline and progression levels of performance	\$3,700	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.]

School has contracted with a school counselor to provide support to students with social and emotional needs. Counselor will be onsite at school every Friday to conduct sessions with students via Zoom, phone call, or small group meetings no larger than 1:4. School is also conducting Spirit Week activities every week through social media, which fosters engagement. School continues to provide free breakfast and lunch pick up and serves as a distribution point for food and pet food donations from Monterey County Food Bank, Monterey County Office of Ed, Safeway, and South County Animal Rescue.

## 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 communications are provided in English and Spanish. Families are contacted daily & monthly regarding attendance and level of student engagement. Staff convenes every Wednesday to identify unengaged students and best practices to reengage with them. Spirit Week activities conducted to keep families and students engaged in school communication.

## 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.]

Free breakfast and lunch provided daily because school is a Provision 2 school. Students have until 8:30am to order a meal and the meal pick up includes the day's lunch and following morning's breakfast. Meals are picked up between 11:45-12:45pm on Mondays, Wednesdays, and Thursdays. Students have the option to be on the permanent ordering list, or to call in their order daily no later than 8:30am. During distance learning, meals are served cold and need to be warmed up when students get home. During in person learning, meals will be served warmed.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	Additional copier has been purchase to allow for extra paper copying that is taking place for staff who need to account for student learning needs when they struggle to access online learning via their computer	\$1,479	Yes
Distance Learning Program	Potential need to purchase additional laptop computers and hot spots if new students enroll	\$5,000	No

## **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
33.08%	\$190,501

**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.]

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

Over 85% of San Lucas students are low income, so the needs of low income students set the bar for all school provided materials. There are no foster students at this time. Funding has been set aside to set goals for English language learners by teachers, based on individual needs, as determined by student engagement, iReady, and IRLA.