

# Learning Continuity and Attendance Plan (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.]

On March 16, 2020 Union Street Charter (USC) School was closed to classroom-based instruction due to ongoing COVID-19 concerns. On April 1, 2020 the Board further extended the initial closure through the end of the school year. Although school closure was necessary due to local and state COVID-19 response guidelines, we are concerned about the impact it is having on students, staff, and families. These unprecedented challenges have forced us to adapt from our classroom based instructional model to a distance learning model. In accordance with the Governor’s May 4, 2020 executive order, schools closed due to COVID-19 are required to provide distance learning. Accordingly, staff moved instruction online or provided packet-based materials in order to facilitate a continuance of student learning.

On 8/7 the board voted not to reopen for at least the first 6 weeks of school for a number of reasons. Public Health put the county at an orange alert level, meaning there is a high chance of community spread. We have an increasing number of cases of COVID-19 in our county. Local COVID testing is not readily available for asymptomatic community members and test results are delayed. Even though our campus is almost ready to welcome back students, large gatherings are still not recommended. Many of our Union Street Charter students’ and staff families have health and safety concerns. In fact, over a third of our families requested distance only learning. Superintendent Tony Thurmond has stated that 97% of California schools and the majority of local schools will open with distance only this Fall. All of these reasons contributed to the teachers’ recommendation to begin the year with all students learning remotely. A large majority of Humboldt County schools have made the same decision. 8/5 legal counsel told county school administrators that they do not recommend that schools reopen at this time. At this time there is neither Liability nor Workers Compensation to cover Covid 19 claims/lawsuits that occur if students or staff contract the virus.

During the closure period we have been committed to:

- Ensuring the safety of all students and staff
- Continuing Food Services
- Providing childcare for essential workers

- Maintaining school facilities
- Providing supplemental enrichment activities for students and families
- Providing distance learning
- Instructing students
- Emphasizing critical skills for transition to the next grade level
- Supporting the success of all students with appropriate access to technology, support of vulnerable populations (foster youth, students with disabilities, homeless youth, and English language learners), and giving special consideration for the social/emotional needs of all students during these unprecedented times.

This plan was developed in partnership with the community - including students, staff, and families. Input was sought from various stakeholders in a variety of ways: plan development meetings, informal consultations, community surveys, and a variety of public meetings.

## Stakeholder Engagement

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

Stakeholders, including students, parents, teachers, principal/director, and other school personnel were given several opportunities to give feedback on the development of the Distance Learning Plan and plans for re-opening. All stakeholders have internet access and speak English. Meetings and phone conversations with teachers and other staff were held at least bi-weekly since March to review stakeholder feedback and give input on plans.

In early May, teachers held zoom parent conferences with all families.

Four surveys were sent out to stakeholders. In May a survey went out to find out preferences for Fall- a) only distance learning, b) a blend of distance learning and on-campus learning, or c) only on-campus learning. In June a survey was sent out about preferences for on-site instruction schedule: a) half-day or b) two full days/week. In July parents were asked to email the office with their choice of AM cohort, PM cohort or distance only. In August a survey went out asking what needs stakeholders had. The 8/5/20 newsletter asked parents to give the board feedback regarding the distance learning plan. Students in grades 3-5 were surveyed in September about their distance learning experience and feelings of well-being.

Families were encouraged to provide feedback to the board and attend meetings through newsletters. A zoom invitation was included on all board agendas, which were posted on the web-page. Zoom meetings have increased attendance by families significantly. On August 5<sup>th</sup> parents were asked to email board members regarding the resolution to open with distance only. A newsletter on 9/11 also outlined plans and included a link to the agenda so families could attend.

9/1 Plan was sent to all staff members

9/4 Plan was sent to all families via newsletter

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

All stakeholders have internet access and speak English. At the May parent conferences, families were asked to answer the following questions: Do you have any academic concerns for your child? How is your child doing emotionally? What challenges or growth have you seen in your child's motivation and independence since distance learning began? The majority of responses were positive, however some parents commented their students were not working independently and that accountability and structure were needed from teachers.

The May survey asked respondents what scenarios would be workable for the upcoming year? Responses were 70% a) only distance learning, 90% b) a blend of distance learning and on-campus learning, or 85% c) only on-campus learning.

The June survey regarding schedules was split with 50% requesting the half-day model and 50% requesting two days a week.

In July 75% of families emailed the office with their preference for cohorts. Nearly 1/3 chose distance learning only. The stakeholders also had many questions about distance only learning and cohorts.

At the August 5<sup>th</sup> meeting, the majority of feedback that Board members received was positive regarding the resolution to start the school year with distance only learning. It was suggested by stakeholders to develop criteria for re-opening and to offer child care for essential workers.

The August survey on needs revealed that 40 chromebooks were needed, up to 6 hotspots, 11 lunches, and up to 15 families that were essential workers and needed childcare.

Students were surveyed in early September. 94% felt that they had good teachers who were doing a good job of distance teaching. 94% felt that they had enough books and supplies needed for learning. 40% of students reported feelings of being happy, 31% were fine, 23% OK and 6% were unhappy.

9/1 Plan was sent to all staff members. Input was to change some of the wording.

9/4 Plan was sent to all families via newsletter. Feedback was that families of younger students would like the school to re-open for small cohort instruction because their students are less engaged with the curriculum.

9/9 Public Hearing. Stakeholder input was satisfaction that the plan included items of concern and importance. It was noted that feedback at the 8/5 board meeting regarding criteria for re-opening and childcare for essential workers should be included in the Distance Learning plan. The board received many letters in favor of re-opening at this meeting.

9/16 Board approval meeting. Stakeholders wanted the grade level of students that were surveyed added.

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

All stakeholders have internet access and speak English. Parent conferences informed the teachers that they needed to include feedback to students, require them to turn in assignments, provide a weekly schedule, and meet with students often. In addition, the following supports would be needed: In-person one on one instruction for struggling learners, tech support, counseling, math and reading intervention.

The May survey regarding scenarios informed us that we had the support of our school community regardless of which plan was chosen. It also provided us with the information that some families wanted distance only, some wanted in person only, but the majority supported a blend. We proceeded with our plans for a hybrid program.

The June survey informed us with a 50/50 split that the teachers would need to decide what was best for students. We chose the A.M./P.M. model because students would have the most consistent learning opportunities with their teacher to maximize learning.

The July feedback on cohorts assisted the teachers in balancing their groupings of students. Stakeholder questions about distance only learning led us to clarify our plans and curriculum. A few families felt that we should be open full-time with no distancing or masks. Due to public health guidelines this option was not considered. The fact that 1/3 of families chose distance only informed us that they didn't feel safe returning to campus. This was one factor that led to the resolution to start school with distance only. Another factor that led to the resolution was that by the end of July at least ¼ of staff felt unsafe returning to campus.

The distance learning plan moved forward when the board received positive feedback from stakeholders regarding starting the school year with distance only instruction. In September the staff and board developed re-opening criteria that will be added to the distance learning plan.

The August survey of needs helped us to plan to start the year off with distance only. We added to the plan to provide students with chromebooks, reliable internet, school lunches and childcare for essential workers.

Students were surveyed in September. The plan includes professional development for teachers to ensure an engaging experience for students and adequate resources to provide students with books and supplies. The counselor will reach out to students who reported feeling unhappy.

9/1 Plan was sent to all staff members. Input resulted in some changes to wording in the plan.

9/4 Plan was sent to all families via newsletter. Input resulted in the staff drafting and agreeing to re-opening criteria.

9/9 Public Hearing input resulted in the addition of criteria for re-opening and childcare for essential workers to the Distance Learning plan. The staff reviewed and updated the In-person plan in case of re-opening.

9/16 Grade level of students that were surveyed was added. The board approved the Learning Continuity and Attendance 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.]

In-person instruction means under the immediate physical supervision and control of certificated employees. In order to meet the needs of students with learning loss, we have been able to bring students who need additional support on campus for one on one support in areas such as Special Education, Math, English, Reading and English Language Acquisition in addition to the current distance learning model. Several

teachers have also brought one or two students at time on campus for assessment and in person instruction. Parents must screen children at home and report results. Childcare is being provided for part time attendance in the afternoons for essential workers.

In the event that criteria for re-opening are met the school will return to in-person with an AM cohort/PM cohort schedule model. Cohort schedules for self-contained classrooms are 8:30-11:30 and 12:30-3:30 when in-person instruction resumes. Safety considerations such as small pod campus access, cleaning between cohorts, masks, handwashing/use of sanitizer, desk sanitizing, lids on toilet seats, hygiene practices, PPE, social distancing and regular bathroom cleaning. Air filters have been installed in all classrooms and outdoor classroom space is available for all classes. For a more detailed description, please see the [Public Health Plan](#) and [In Person Plan](#). Substitute Teachers have been identified. Parents and other visitors will not be allowed on campus.

We will be using the HCOE Learning Specialists & curriculum support from HCOE. Our contract includes materials access, consultation, and Professional Development. The SELPA will provide support from behaviorists to develop plans and intervention strategies related to classroom engagement and re-integration. All student mental wellness is a concern and counseling will continue via in person, telephone and teleconference.

Assessment tools: Leveled Literacy, Reading records, Everyday Math Pre-test. The systematic cycle of assessments, including initial screenings and formative and summative assessments as well as intervention strategies to accelerate learning for students at risk

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

Description	Total Funds	Contributing
Administration will purchase PPE, cleaning supplies and other materials needed for in person teaching. Resource 7420	\$ 7,337	No

## **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.]

Union Street Charter School teachers and staff are committed to providing student access to curriculum of similar quality and continuity regardless of whether in-person or distance learning. To the greatest extent possible, curriculum used in the classroom will also be used in the distance learning program. The teachers will collect work and provide feedback. Parents will have access to teachers through email and online office hours to support them in helping students. For more detailed information, please see the [USC Distance Learning Plan](#).

### **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.]

The Director surveyed families to find out who needed chromebooks or hotspots. In addition, several students have had trouble accessing curriculum with their devices or internet during the 19-20 closure. Devices were then loaned out to all pupils including those 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. The teachers, the technology support specialist and the Director will continue to problem solve connectivity issues. Teachers are tracking which students attend zoom meetings and complete assignments, they will reach out to families who are not engaging to determine if technology is an issue.

## **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 use formative assessment during synchronous lessons and asynchronous work turned in for feedback to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson or unit. Interim assessment of student work will occur through math unit tests and final drafts of writing assignments. Summative assessment will take place each trimester of student progress through analysis of a variety of student work samples and mastery of unit math tests.

Each grade will have a schedule for the week that outlines the synchronous meetings with a teacher and the asynchronous work assigned. Attendance will be taken at all synchronous meetings. Asynchronous work is given the time value that an average student would need to complete it. The asynchronous work will be turned in either by marking done in google classroom, shared with the teacher in google drive, or returned to the school during work drop off and pick up.

Although annual instructional minutes need not be provided at the same level as in a typical school year, SB 98 provides that for the 2020–21 school year, instructional minutes shall be determined as follows:

1. For in-person instruction, instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the local educational agency who possesses a valid certification document, registered as required by law.
2. For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.
3. For a combined day of instruction delivered through both in-person instruction and distance learning, time scheduled under the immediate supervision of an employee of the local educational agency who possesses a valid certification document can be combined with assignments made under the general supervision of an employee of the local educational agency who possesses a valid certification document as registered by law to meet the equivalent of a minimum day of instruction. The minimum Physical Education instructional minutes are waived for 2020-2021.

Students in special education will have access to service minutes via zoom, in person on campus, or a combination of both, based on parent preference and staff availability. Access to distance learning general education and special education services will be facilitated by a combination of training with computer use, student behavior/attention monitoring, pre- or post-teaching of lesson material, and checks for understanding by the special education teacher, as needed. The special education teacher will maintain service logs for all students, and attach them to IEPs. Progress monitoring for Special Education students will take place in person or on zoom and include informal

summative and formative assessments, online work samples, and teacher observations. Progress on goals will be reported with the same frequency as general education peers, and Progress Reports will be sent home to parents via email or paper copies.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

All USC teachers attended the HCOE Intensive Teaching Online Institute. Several also have trained in DIBELS so they can assess students. Everyday Math also has training in the use of their digital curriculum that several teachers have completed. Our EL teacher participates in the English Learner Educator's Collaborative. The First Grade Teacher will use the Early Literacy Partners (new format this Fall: short videos for parents & teachers). The Resource Teacher attends all SELPA meetings/trainings.

## **Staff Roles and Responsibilities**

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

Some staff roles and responsibilities will need to be modified to align with student academic and social-emotional needs. Our classroom Aides are doing reading intervention online and in person one on one. The school counselor has been working more with families than students. To align with health and safety of staff and students all staff have adjusted to working one on one and with social distancing instead of side by side. The Director and Administrative Assistant pick up lunches daily and assist with the child care program.

## **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.]

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans will be provided additional support by the Resource Teacher. She will communicate with families regularly to determine needed support for all students to access their education and make progress toward their goals. The Resource Teacher will work with General Education Teachers to ensure that all students have access to the General Education Curriculum.

Students will be provided individualized work when needed and/or will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures.

SELPA will (along with collaboration with LEA staff and parents):

Provide all Low incidence services to students per their IEP as well as collaboration and direct consultation to parents and staff. Assistive technology support, accommodations, modifications and professional development will be provided to parents, students and staff as needed. Provide consultation to students, staff and parents on use of alternative learning materials for students who cannot access technology due to disability and/or lack of access.

The EL Teacher will provide services through zoom sessions and in alignment with classroom content. ELPAC testing will be performed remotely through HCOE as per the MOU.

The Counselor serves as the Foster Youth and Homeless liaison and will ensure that any students in those programs have access to the curriculum and of course provide counseling services.

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

Description	Total Funds	Contributing
Administration will purchase additional computers, chromebooks and hotspots for Distance Learning Resource 3220	\$9,000	Yes

**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.]

Pupil Learning Loss will be assessed using several methods. For English Language Arts K-2 teachers will use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Leveled Literacy Intervention (LLI) Reading Records along with handwritten writing samples. Grade 3-5 Teachers will assess reading comprehension through responses to non-fiction Newsela articles, book talks about individual reading and collect writing samples either handwritten or typed. EL students will also be assessed using these methods.

Everyday Math pretests will be used to determine present levels.

Learning status of Special Education Students will be measured by staff observations, informal assessments (e.g. reading records, online or in-person math assessments), work samples, etc. and reported on IEP Fall and Spring progress reports as well as annual IEPs. Any determined learning loss from the 2019-20 and 2020-21 school years will be noted at IEP meetings and an IEP team decision will be made regarding any change in services or accommodations needed to address the loss.

**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.]

Actions and strategies to address learning loss and accelerate learning progress for all students, including students with IEP’s, include, open office hours used specifically for intervention, bringing students to campus via small groups to socially distance while assessing, and using screen sharing apps so the student can see what they are supposed to be tested on in real time.

The specific needs of English Learners are addressed through live zoom interactive sessions using real objects for discussion and vocabulary development.

Low-income students, Foster youth, students with exceptional needs; and homeless students and their families have access to additional teacher time, school supplies, counseling, tutoring with an Aide and chromebooks/hot spots.

Progress monitoring of students in special education will be reviewed at IEP meetings and any learning loss will be considered by the IEP team when determining future services and accommodations. Examples may include additionally differentiated or in-person instruction, addition of service minutes, or other strategies, as determined appropriate by the IEP team.

## 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.]

Effectiveness of strategies will be assessed using several methods at least monthly. For English Language Arts K-2 teachers will use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Leveled Literacy Intervention (LLI) Reading Records along with handwritten writing samples. Grade 3-5 Teachers will assess reading comprehension through responses to Newsela articles and collect writing samples either handwritten or typed. EL students will also be assessed using these methods.

Everyday Math chapter tests will be used to determine present levels.

The effectiveness of implemented learning loss strategies for special education students will be measured by periodic progress monitoring, reported in IEP Progress Reports and Annual IEP progress on Goals.

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

Description	Total Funds	Contributing
Math Intervention Teacher and tech support to provide instruction and assistance to mitigate student learning loss Resource 3210	\$8,662	Yes
Administration will purchase math intervention curriculum to mitigate student learning loss Resource 3215	\$5,520	Yes
Classroom Aides for reading intervention, childcare and on-site instruction for pupil engagement. Resource 3220	\$6,356	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.]

The school counselor has attended workshops offered by the CDE on Trauma informed service. She has supported staff, students and families through distance. Teachers will check in with students daily and make referrals for counseling.

SELPA will (along with collaboration with LEA staff and parents):

Work with Board Certified Behavioral Analysts and SELPA Mental Health Clinicians to develop plans and intervention strategies related to classroom engagement and re-integration for any students that require it. Support can also be provided in developing plans and interventions to support independence and engagement with distance learning in the home.

Behavioral interventions/ plans to address compliance with necessary safety requirements (mask wearing, social distancing, overall safety while on campus, etc.) for all students.

Provide ongoing Counseling groups by SELPA BCBA's and Mental Health Clinicians for any student that requires supports. Groups will focus on anxiety related to school attendance/engagement & building social opportunities/skills with peers.

Support from SELPA staff in navigating agencies and community services (DHHS, Bridges, Regional Center, etc.)

Provide Parent/caregiver training by BCBA's and/or SELPA Mental Health Clinicians in behavior management, balancing supporting their student's schoolwork with other responsibilities, creating functional work spaces for their students to use.

## 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 is not engaging in instruction and is at risk of learning loss.]

Students who are not consistently attending or turning in assignments will be considered truant. Education Code Section 43504(f) requires each LEA to develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week. These procedures include verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, counselor outreach to determine pupil needs including connection with health and social service and transitioning the pupil to in-person instruction. The teachers and the Director/Principal will work with the family to find solutions to problems such as technology or coaching the parent on working with their student. If necessary, the student may be required to attend school on campus with an Aide. Masks will be required, and they will work in an outdoor classroom area.

In case of return to on campus Instruction, Schools Personal Learning Platform licenses will be purchased for families who wish to remain distance only learning.

## 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.]

USC contracts with Arcata Elementary District for USDA approved school lunches. Whether the school is in-person or distance, contactless bagged lunch meal pickup is available Monday through Friday at the school after 11:30. Families need to order by email or phone call before 8:45. The summer assistance program has been reactivated and families can also pick up at many other school sites. Students will not eat lunch on campus if we return to in person instruction due to the need to clean the facility between cohorts. A snack time will be provided for both the AM and PM cohorts with packaged snack for sale by Equinox Foundation. Only 2 students will be allowed per table and will sit at opposite ends in order to maintain distancing. The tables will be cleaned between cohorts.

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

Section	Description	Total Funds	Contributing
Mental Health	Administration will contract with the SELPA for behavioral support to support student mental health. Resource. 3220, Obj.5800	\$8,854	Yes
Pupil Engagement	Administration will purchase licenses for Schools PLP to keep distance only learners engaged. Res. 3220, obj. 5884	\$8,854	Yes
Emotional Well-being	Counseling staff will increase availability to students, staff and families to assist with emotional well-being. Resource 3220, object 2218	\$3,838	Yes

## 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
5.70%	\$ 46,523

## 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.]

In drafting our plan, we first wanted to meet the needs of foster youth, English Learners, and low-income students who may not have access to services outside of school. Teachers reported that these groups were less likely to engage during distance learning and so they were our priority. Research has shown that reading and math intervention, EL and counseling services are effective strategies in a multi-tiered approach towards mitigating learning loss for these student groups. In addition, priority was given to these groups for chromebooks, hotspots and other school supplies.

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

We are improving services by increasing services in quantity. We added a math intervention teacher and curriculum. The actions are expected to result in the required proportional increase or improvement in services to unduplicated students as compared to those services provided to all students because of their increased need for those services due to school closure.