

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <http://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Columbine Elementary School District	Timothy Jones, Superintendent / Principal	tcolschool@aol.com , (661) 725-8501

General Information

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

Columbine School is a single school district in rural Tulare county. Columbine weathered the Covid well in the spring. Our teachers provided excellent Zoom instruction daily and the vast majority of our students were on task. 17 out of 19 8th graders earned a 3.00 or higher. Hope was an important factor for many of our students. They longed to return to the regular school day. Being at home and not being able to play with friends was difficult for everyone. Most of our students did well academically but a small portion looked for every excuse in the book to not do their work. Many of our parents were home in the spring and this greatly aided student success. Our staff has been overly taxed due to this sudden change of direction. Their willingness to learn and adapt was stellar. Everyone stuck to our purpose – to teach the standards and skills for their grade levels.

Stakeholder Engagement

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

A special board meeting on March 16, 2020 was highlighted by discussion, questions, and support for closing school and hoping to return on April 2, 2020. Covid became worst in Tulare County and forced us into distance learning.. Parents were contacted in the spring and before school to assess their technology needs. Columbine provided a parent survey to seek parent, community, and student input about returning to school. Information on Opening school, cleaning and disinfecting, quarantining, and distance learning was reviewed and discussed. Community support was good. We received many positive comments about our curriculum and teaching the fourth quarter of 2020. School site council meetings on June 8, 2020 and July 16, 2020 helped establish the plan to return to school in August. This was foiled by Tulare County's position on the monitoring list. We had no choice but to return to distance learning. Other Board Meetings covering the Covid occurred on March 30, April 28, May 19, June 10, July 8, and August 12.

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

The School site council meetings were done remotely.

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

Parents, community, and school site council were ready to return to school. Several families voiced valid objections. This was done by survey or telephone. Staff contacts assured these families that Distance learning would be available for the students involved. School site council parents were concerned about keeping students separated during lunch and recess times especially during the rainy season. Surveys and conversations with parents are causing a revisiting of our passive approach to returning to school.

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

Columbine distributed 120 laptops and 16 hotspots to ensure equal access and assist students in receiving a quality education. Families informed us of their needs. When students return to school, extra time will be spent sanitizing frequently used areas, bathrooms, equipment, the bus, and classrooms. Staff will receive training on cleaning, disinfecting, social distancing, hand washing, face mask usage, and the Covid itself. These ideas were itemized in the Return to school guidelines and supported by our school site council. One child will be allowed in a bathroom at a time and hand sanitizers in the classrooms and on the yard are staff ideas, Teachers contributed heavily to Google classroom. Zooming was influenced by the Tulare County Office of Education.

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.]

Columbine is starting the year with Distance Learning. We will continue to teach the state standards in the core subjects. We feel that we didn't miss a beat in 2019-20. Our teachers Zoomed their regular curriculum daily and most of the students did very well. Summer school was provided for students who struggled in the spring. Columbine is providing extra support for the students who need extra practice. Columbine will open its doors when the Health department and governor give us the okay. The goal is to continue our regular curriculum when we return to school. Classes and will meet daily and class size will be limited to 16. A varying portion of each most classes will have to Zoom daily. Columbine will bring in small cohorts for remediation, students with special needs, and Saturday school. Saturday school may be required for attendance and academics.

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

Description	Total Funds	Contributing
IXL and other curriculum materials	10,000	Y
Psychologist supporting students and families especially those who are Foster, low – income, English learners, and Homeless.	20,000	Y
Office staff supporting, families who speak Spanish and trouble - shooting technology and other difficulties	5,000	Y
Techers working with students who have experienced learning loss	50,000	y

Description	Total Funds	Contributing
Cleaning supplies, Merf 13 air filters, a fogger, hand sanitizers, masks, dividers, paint, shields, thermometers, and more.	100,000	Y
COVID Testing	20,000	Y
A new school bus for social distancing, keeping up with cleaning requirements, and safety for the students.	35,000	Y

Description of Logistics and Protocols to Ensure Safety When Returning to School

Columbine will have hand sanitizer stations near the school entry way, in the classrooms, and on the school bus. We have signage posted at both gates. We are still deciding on active or passive in regards to taking temperatures. – leaning towards active. Traffic will flow in one direction with painted 6 feet distancing marks. Masks or shields will be worn by everyone unless that have a medical exception. Lines will be limited. We won't line up in the morning. Students will report to class and we won't line up for the cafeteria. We will adhere to 6 feet distancing in the classrooms too. If 16 ends up being the max in a class, we will zoom the additional students and vary the Zoomers daily. We will only allow one student in a bathroom at a time. Recesses will be staggered with minimal activity. Lunch students will be spread out. Students will eat in the cafeteria, outside, have take home for TK and Kindergarten, and or eat in the classroom. Cleaning will increase with all staff being trained on how to properly clean. Frequently, used areas such as copy machines, door knob, bathrooms, and etc. will be cleaned more often. Columbine has established an area on the stage for students who get ill at school with COVID symptoms. We will provide Zoom for families that aren't ready to return, students and staff who have been exposed to the COVID, and students and staff who have the COVID. We will follow the 10 and 14 - day guidelines respectively. Columbine has increased its air filters to Merf 13. Dividers in the office, cafeteria, clerk's table, and for computers in the classroom have been added. Columbine is purchasing a new school bus to help with social distancing, to meet cleaning requirements, and to improve or transportation. Staff will be tested regularly for COVID when we return to school. Students who are exposed to the COVID will be tested or remain at home for 14.

Cycle of Assessments

Students will do a pre and post test for language arts and math in all grades. Examples are IXL, Kindergarten standards, and first grade Sing, Spell, Read, and Write assessments. Students will be tested weekly on language arts standards and by the unit in math. Teachers will provide remediation, and or aide assistance. Small groups will be established when necessary. Hopefully, this will be live but might have to occur thru Zoom. We would like for the groups to be part of our cohort system.

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.]

Columbine will teach its regular curriculum with our Distance learning and will augment concept mastery with IXL and other programs. Zoom, Google classroom, and IXL will be the pillars of our distance learning. All classes will exceed the minimum state minute requirement, feature teacher instruction, assignments, and regular tests. A pre and post test will be given in language arts and math for all grades. An example is IXL. English language learners will receive support in the class zoom and in small group. We hope to return to school with 16 students or less in each class. Classes will have some students Zooming each day to meet this maximum. A rigorous curriculum will be featured.

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.]

Columbine polled our families in the spring and again in August about their technology needs. This was a good move as needs increased as parents were needing their computers for work and older students were also using technology for longer periods of time. Columbine distributed 120 laptops and 16 hotspots. All students are able to get online and are participating in their classes.

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.]

Columbine is providing more than the minimum of instructional minutes for each grade. The Principal has approved each teacher's schedule. All classes include instruction, class work, and assignments. Students will be tested on a weekly basis. Teachers have even sent home manipulatives. Teachers will verify their daily minutes on their attendance sheets and each student will have a daily participation log completed by the teacher. Students will submit work through Google classroom and the box at the fence.

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 will be given a training on Zoom, chat rooms, Google classroom, and IXL. They shared well in the spring to see that everyone got a quick basic understanding of these programs. We will delve a little deeper now.

Staff Roles and Responsibilities

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

Our aides, the bus driver, and office staff were trained on Serve - Safe in the spring

to assist with serving lunch. This was very helpful in getting our lunches prepared and properly served. All staff will be trained on cleaning skills so they can clean their own areas when we return to school. This is necessary due to frequent cleaning requirements of frequently used areas such the copy machine, school bus, bathrooms, and door knobs.

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 and aides will meet with English learners, Special Education students, Foster care pupils, and Homeless students in small groups, whole class, and or one on one to improve their reading, listening, writing, and speaking skills. IEP's will be followed for special education students.

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

Description	Total Funds	Contributing
Costs for laptops, computers, and hotspots.	110,000	Y
Costs for Zoom	3,600	Y
School psychologist to support our students and parents	10,000	Y
Staff training to better serve as students in the current environment	2,000	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. Columbine Instructed daily during the fourth quarter of the 2019-20 school year. We have identified a small group of students who were reluctant learners. We have provided them with extra assistance to start this school year. We are also using IXL on a regular basis to work on key grade level math and language arts skills. Teachers and aides are working with needy students in small groups or one on one. Teachers will use their pre tests to help them plan and identify student needs.

Description of how and with what tools, and what frequency the LEA will assess English Language Development

Both initial and summative tests will be provided for EL students. The summative tests are annually for all ELs. The initial test is only for new first time students. Students will be tested regularly – usually weekly on their language arts skills using assessments from their state adopted program. They will practice on the EL practice test as another means of identifying deficiencies and strengths in their listening, speaking, reading, and writing skills in English. Aide, teacher, or reading specialist assistance will service these students.

Columbine provided daily instructional lessons in the fourth quarter of 2019-20. Most of our students performed quite well, Low achievers were put in Zoom summer school. Reluctant workers are receiving extra help through small group or one on one assistance from a teacher or an aide. Columbine will provide a rigorous curriculum in 2020-21 to minimize pupil learning loss. All classes are giving a pre and post test in language arts and math. The pre tests will be used to identify student needs. IXL has been purchased school wide to provide additional concept support and remediation in both subjects.

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.]

English learners, low income, Foster youth, Homeless, and pupils with exceptional needs will receive more concise instructions, more repetitions with instructions, extra visual cues, and more time on assignments. These teacher supports will be augmented by individual or small group assistance to improve their reading, writing, speaking, listening, and math skills from aides or teachers.

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.]

The student's pre - tests in language arts and math will be used to identify student strengths and weaknesses. Students with deficient language arts and math concepts will receive additional instruction to achieve concept mastery. The classroom teacher, teacher intervention, aides, and after school classes will provide the additional instruction. Interim tests will also be used to monitor student progress. These tests will occur several times during the year. Student grades on their weekly language arts and math assessments from their state adopted programs and their extra work on concepts will be used to gauge the effectiveness of our services. Wordly - Wise materials will be used on a weekly basis to monitor student progress in language arts. IXL will also be used to monitor student progress in language arts in math on an on going basis.

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

Description	Total Funds	Contributing
Summer school, after school classes, Saturday School, and cohorts, Six summer school classes were provided last June for 20 days of 4 hours each. Pupils were placed in summer school based in language arts or math needs. Aides have been assigned to students who didn't thrive in the Zoom setting. Saturday school and cohorts are for students who aren't progressing on the standards at grade level and or producing quality work.	110,000	Y
Reading specialist	10,000	Y
Teacher intervention	7,000	Y
Classified staff supporting students with exceptional needs	55,000	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.]

Columbine is stressing frequent contact. The Principal is calling staff members more frequently due to the closure. They are encouraged to contact each other too. Teachers will be trained to recognize signs of distress in students and other adults. They will report students that they have concerns about to the Principal. He will get our Psychologist involved. She will obtain parent permission and meet with the students on a regular basis.

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.]

Columbine is contacting absentees on a daily basis. The clerk and cook are fluent in Spanish as are 5 of our teachers. Attendance has been very good. Phone calls and visits on been very successful. Three consecutive absences will lead to a conference with the Principal. There is usually a Principal contact sooner in the process. Office staff is available to assist with technology problems too. They have been invaluable in assisting families to access our programs. We also use One call now which is in English and Spanish.

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.]

Columbine joined the seamless summer program starting April 2 ,2020. We trained our aides, bus driver, and office staff on Safe – Serve and this helped us to provide quality lunches to our community – 18 and under through June 26, 2020. Starting on September 1, 2020, we are back on the Seamless Summer program through December 18, 2020. Meals are picked up curbside and we make deliveries to families in the district. All meals are free during the Seamless Summer program. In August, we were under the National School Lunch program. Students were either free, reduced, or paid. When we return to school, we hope to eat on campus, using the cafeteria, outside eating, eating in the classroom, and take home for TK and Kindergarten. Social distancing – 6 feet away from each other – will be emphasized.

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

Section	Description	Total Funds	Contributing
School Nutrition	Cafeteria preparing and serving meals	45,000	Y
School Nutrition	Nurse will work with families on special nutritional needs such as food allergies and diabetic.	10,000	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
12.35%	189,505

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.]

English learners, Foster Youth, and low – income students are prioritized for aide and teacher assistance,

English learners will be provided additional aide time and or teacher time to work on reading, writing, listening, and speaking skills. Foster Youths and low - income students are given a priority on summers school, after school classes, and Saturday School. Our Psychologist gives priority to these groups with her counseling. Student body, yearbook, and sports will consider the needs of Foster Youth, low – income, and English Learners first. These students receive priority in math standards after school classes like Algebra and math 8 / 7.

Additional laptops, and hot spots have been purchased to accommodate Zooming needs and to provide all students with equal access to the curriculum and teacher instruction. More time with instructional aides in small group or one – on – one is another service to these students. The reading special and aides will meet one on one with English language learners.