

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.]

Outside Creek School District is a single-school district located in rural Tulare County two miles south of Farmersville, California. We serve 97 students (ADA) in grades TK-8th. Our school community is composed of 85%-95% low-income families. The high majority of our community are essential workers in agriculture, grocery stores, restaurants, construction, and the medical field. In-person school closures has impacted our community’s path of academic achievement for many reasons. Because we are a rural low-income district with sparse internet access and no childcare programs in the district, many families face challenges in facilitating the learning process of their children. Internet connectivity issues or high costs of internet plans pose a challenge to my community. The high majority of our parents are either working or do not have the resources available to direct the learning of their child in a manner that is comparable to in-person instruction. For these reasons, Outside Creek School has provided the option to the parents for in-person learning or for distance independent study. Currently, for the independent study students, Outside Creek School is providing weekly academic packets that provides access to equivalent classroom curriculum along with daily online meetings between instructors and students. Furthermore, instructors have been available to meet with children as needed.

Stakeholder Engagement

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

The school provided monthly school board meetings in which stakeholders could provide feedback. On August 7, 2020 a staff meeting was held which solicited staff feedback for our learning plan. With a total of five certificated and six classified staff, feedback is communicated promptly. The school called all families from August 3-7 to solicit feedback for the Learning Continuation Plan. The school also sent a survey requesting feedback as to the parents preferred method of learning for their child. The school continues to solicit feedback through in-person communication and phone calls with parents.

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

The option for remote participation for public meeting and public hearings is to contact the school to request the meeting link for the public to participate remotely. The remote participation details such as day and time along with meeting ID and password is provided to the person requesting remote participation and to the rest of the public. The meeting ID and password are provided to any person who requests to participate remotely. Beyond the online meeting, the school can use traditional mail, email, and telephone as means of providing remote participation in public meetings and public hearings. The school posts agendas on school campus and can provide the agenda through the above-mentioned means. The school employs multiple bilingual staff to assist remote participation.

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

Administration has made efforts to communicate rules and regulations from the state and local authorities in multiple formats and languages to assure that every stakeholder is aware of the conditions upon which we will be allowed to resume school operations. Administration will continue to solicit feedback from stakeholders on an on-going basis. For all stakeholders, the first priority was to established procedures where onsite learning can be provided.

Parents have expressed their need for the option of in-person learning and childcare, and independent study. Some parents have expressed their concern for their child's learning at home. Approximately 70% of parents requested in-person learning opportunities for their children. The remaining 30% of parents requested remote learning through independent study.

School staff needed training for new campus procedures and roles in distance learning. Teachers had a training in Spring 2020 in administering Zoom meetings. Teachers and Instructional aides have been trained in Google Classroom, Lexia ELA, Achieve 3000 Reading, and Next Gen Math. Some staff have been trained in ClassDojo and IXL Math.

School staff has been trained by the county nurse in COVID-19 and have had trainings on sanitation and hygiene practices and procedures.

The school board has expressed their priority of providing the option of in-person learning and independent study to our community.

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

In response to the stakeholder input and in consideration of the English Learners, the Special Education students, and the children at higher risk for learning loss, the school decided to offer both in-person learning and remote independent study to accommodate all parents. The school purchased and continues to purchase PPE for all staff and students. The school has implemented a plan of procedures of social distancing, grouping, and disinfecting.

The school ensured that there were a sufficient amount of functioning laptops/Chromebooks for 1:1 learning. Each student is able to use a school laptop/Chromebook. The school ensured all students had access to the school Google Classroom account and the online school learning programs. The school ensured that both in-person and independent study would provide an equitable access to the school curriculum.

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.]

Outside Creek School will offer classroom-based instruction when possible to students who have experienced significant learning loss. Currently the school is offering students who have experienced significant learning loss the opportunity to meet with teachers and instructional aides on a daily weekday basis.

The school takes appropriate safety measures to limit the possibility of COVID-19 being traced to the school. While implementing new procedures of social distancing, grouping, and sanitizing, the school continue to offer in-person learning.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Provide Day Camp Leaders to facilitate the learning of children	\$20,000	Y
PPE for all staff and students	\$10,000	Y
Partitions to ensure group separation	\$1,000	Y
Sanitation equipment including sanitizing foam, dispensers, and other equipment	\$1,000	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.]

The school ensures access to a full curriculum by providing all students with the textbooks, assignments, and online programs regardless of if a child is participating in-person or independent study. Each teacher assigns the same lessons and access to content to all students. Pupils on independent study have access to a laptop to continue using the district’s online learning programs. The independent study packets

continue the same curriculum that the pupil in-person receive. The pupils on independent study also receive the necessary textbooks to use at home.

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.]

Outside Creek School provides laptops to all students who request one. Outside Creek provides availability to campus wifi through all hours of the day. Outside Creek School inquires with each family on their internet access. If internet access is lacking, Outside Creek provides information for affordable internet services, although the internet reliability in the rural areas can differ than what is stated by the internet service. Internet infrastructure in the rural community can be lacking in certain areas and this is beyond the control of the school.

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.]

Outside Creek provides weekly plans for each student. Outside Creek will assess progress through assessments which are turned in on a weekly basis either digitally or physically. Outside Creek measures participation and the time value of pupil work by checking the completion of daily and weekly assignments which meet the required instructional minutes according to the rigor and estimated time to complete.

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 are provided with professional developments which review the implementation of online meeting programs such as Zoom and Google programs (Classroom and Meets). Instructional staff have been trained in our online learning programs which include the Achieve3000 reading program, Lexia English Language Arts program, and the Next Gen Math program. Some staff have been trained in IXL Math, Social Studies and Science Studies Weekly online program, and Starfall Math and Starfall ELA.

Instructional staff are provided with laptops and document cameras to provide instruction and support to online learners. The instructional staff uses online technological support as well as a staff member in charge of technological support.

Staff Roles and Responsibilities

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

Certificated staff are responsible for their assigned students' learning which includes in-person learning, independent study assignments, and remote learning meetings. Certificated staff are adapting to ways to ensure accurate assessments for pupils on independent study. Furthermore, certificated staff are learning new ways to present engaging online learning including recording instructional videos, developing digital content, and placing assignments online while also monitoring the well-being of the pupils on independent study through regular meetings whether in-person or through the phone. In summary, certificated staff are responsible for providing equitable instruction for all pupils whether in-person or on independent study.

New roles for in-person learning include sanitation procedures in their respective areas, staggered scheduling, maintaining cohort groups, and monitoring the pupils for social distancing and facial coverings.

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.]

The additional supports are providing synchronous distance learning opportunities where the teacher is recording lessons and available to support learning. The teacher presents information in multiple modes (video, synchronous instructions, audio, slides) with graphic organizers and scaffolding strategies such as providing visuals and kinesthetic methods to aid comprehension. Other planned supports include establishing lessons for how and when designated ELD and integrated ELD are provided, and using the embedded EL components in the adopted district textbooks. Additional supports include using grade-level appropriate materials in addition to learning-level materials.

The school also offers in-person learning with a low student-teacher ratio as well as after-school office hours in which the pupil with unique needs can communicate with the instructional staff. The teacher coordinates regularly check in with pupils of unique needs.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Functioning laptops in which distance learning pupils can access the curriculum and instruction	\$10,000	Y
Functioning laptops and document cameras for teachers to ensure reliable online instruction and communication	\$3,000	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.]

The school continues to measure learning status through online reading, ELA, and ELD assessment programs as well as online Math programs. The school continues to provide the pupils with the same assessments whether in-person or on remote independent study. The pupils turn in weekly assignments either digitally or using the in-person drop off. Pupils who are unable to drop off the assignments can scan and email the assignments to the teachers.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The strategies to address learning loss and accelerate learning are to provide support for students in-person and synchronous opportunities. The teachers continue to provide feedback through grading assignments. Teachers review completed assignments on a weekly basis and use the data to adjust their instruction. If a pupil has missing assignments, the teacher uses two methods: 1) the teacher reaches out to the family through phone or through online means. The teacher discusses with the parent and the pupil about the potential learning loss. During this conversation, the teacher also performs a well-being check. 2) The teacher schedules an in-person meeting in which the parent and the pupil are present to discuss the potential learning loss. The teacher also performs a well-being check on the pupil.

For individualizing instruction, the teachers use online reading, ELA programs, and Math programs that are adjusted to the students' levels so as to consistently challenge students and meet their needs at their levels.

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 effectiveness is measure by multiple mechanisms. For ELA standards: 1) Lexile Reading level 2) Lexia Grammar and Word Study level 3) Formal assessments 3) Informal assessments through reviewing daily assignments. For Math standards: 1) IXL Levels 2) Formal assessments 4) Informal assessments

CDE Guidance on Diagnostic and Formative Assessments recommends “teachers can use tools such as rubrics to clarify expectations and to provide feedback; journals, quick writes and discussions to see what students are thinking; pre-test and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the lesson; observations of students working in small groups; student work samples and a variety of others.”

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

Description	Total Funds	Contributing
Provide access to online ELA, Reading, and Math programs to ensure equitable access to curriculum	\$10,000	N

Description	Total Funds	Contributing

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.]

Outside Creek certificated staff monitors the well-being of pupils by communicating weekly with parents and each pupil. Outside Creek employs a school psychologist, a resource specialist, a speech therapist, and a school nurse to monitor and support the well-being of pupils. These resource staff members reach out to pupils on a regular basis and as deemed necessary. The staff is provided COVID-19 training by the school nurse, and the staff completes well-being trainings online through Keenan Safe Schools which prepares staff to support mental health, and social and emotional well-being of pupils.

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.]

For pupils who are absent from distance learning, the school reaches out to families through phone calls. The school has bilingual staff who reach out the families in their languages which currently is English or Spanish. The school asks the family about the well-being of the pupil and asks the family if there are some means in which school can support the family to reengage the pupil. If the pupil is having difficulty engaging in instruction, a meeting is established between the instructional staff (Teacher and aide) and the parents of the pupil. The meeting is offered through online means as well as through in-person means. The teacher and parents develop a plan for reengagement and to mitigate learning loss.

For pupil engagement and outreach, the teacher uses two methods: 1) the teacher reaches out to the family through phone or through online means. The teacher discusses with the parent and the pupil about the potential learning loss. During this conversation, the teacher also performs a well-being check. 2) The teacher schedules an in-person meeting in which the parent and the pupil are present to discuss the potential learning loss. The teacher also performs a well-being check on the pupil. The meetings are conducted in the parents' language which include English or Spanish.

For individualizing instruction, the teachers use online reading, ELA programs, and Math programs that are adjusted to the students' levels so as to consistently challenge students and meet their needs at their levels.

The school secretary and the teachers reach out on an on-going basis to pupils who are absent from distant learning and their families.

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.]

Outside Creek employs a cook and operates a full kitchen. The school continues to provide nutritionally adequate meals for all pupils. Pupils participating in-person are provided meals before school and during school. Pupils on independent study are provided the opportunity to pick up a nutritionally adequate meal through a drive-thru process.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
N/A		[\$ 0.00]	[Y/N]
N/A		[\$ 0.00]	[Y/N]

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
33.69%	\$246.946

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.]

The school surveyed the parents of foster youth, English learners, and low-income students. The families desired the option of in-person learning and independent study. The school provided these options. This action was effective in that parents were given the choice to decide the best educational option for the child. The unduplicated students were able to meet in-person with the teacher for assistance.

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

Because our unduplicated count is above 85%, the school makes improvements school-wide. The improved services include increased time of instructional aides working with the unduplicated count students, and the implementation of small cohorts for individualized learning, and the technology services for providing remote learning. For the current situation, the school has purchased an online meeting program to provide access to the teachers for those students learning remotely.