

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.]

COVID-19 has had a significant impact on the operations of Columbia Union School District. The last day of in-person instruction occurred on March 13, 2020. After that time, the campus was physically closed and our students were served by staff in a distance learning format. Our students have been significantly impacted by the closures and shelter in place. Our students and families had struggles with internet connections, the logistics of childcare, and food security issues. Our teachers have had to pivot their teaching methods to accommodate the change to distance learning. The district has incurred significant financial costs to sustain the programs needed to support our students, families, and staff during the pandemic.

Stakeholder Engagement

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

The LEA has made many attempts to engage the stakeholders. Parent Surveys asking about learning conditions, parent concerns, and needs for support during distance learning were sent out on 5/26/2020, 8/3/2020, and 8/27/2020. A parent meeting was held on 6/30/2020 to discuss specific instructional models and to get feedback about parent concerns that needed to be addressed. A parent committee meeting was held on 9/4/2020 to review the actions and information in the plan and provided targeted feedback. Parents who speak a language other than English were contacted directly. A translator was provided, if needed, to help them provide meaningful feedback. A community town hall meeting was held on 7/9/2020 to discuss the current models and how the schools are planning to reopen. Board Meetings were held on 6/16/2020, 6/23/2020, 7/15/2020, 7/31/2020, 8/11/2020, 8/26/2020, and 9/8/2020. In all of these meetings, parent involvement was solicited and public comment sought for plans to reopen as well as considerations for instruction in distance learning and hybrid models. Staff Surveys were administered on 6/10/2020 and 8/24/2020 to seek input on the conditions needed for a safe return, preference for instructional models,

and needs for distance learning. Staff Meetings were held on 7/22/2020, 8/5/2020, 8/18/2020, and 8/24/2020 to discuss and get feedback on plans for reopening and the operations plan.

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

All meetings were accessible by both computer and phone. Closed captioning for meetings was provided through the school Facebook page. The public can also request any specific accommodation, including language translation if needed, through the district office before the meeting. Feedback could also be submitted to the district office prior to the meeting and shared with the board and public.

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

Parents/Students- Showed a preference for the M/T or Th/F with Wednesdays being distance learning for all to allow for cleaning between cohorts for the hybrid model. Parents expressed concerns that any plan put in place have significant procedures for physical distancing, cleaning, sanitizing, availability of PPE, and hygiene procedures. Parents expressed concerns for access to internet and computers. Concerns about food security were expressed. A need for a variety of educational options was identified as a need. Childcare was identified as an area of concern as well.

Staff expressed interest in the M/T or Th/F with Wednesdays distance learning for all. Staff were concerned with adequate cleaning and disinfecting of surfaces when students are on campus. Staff expressed an interest in having child care options available at the school. Staff were concerned with the social/emotional state of the staff and students. Staff were also concerned with ensuring students identified as EL, Special Education, Low Income, and/or Homeless receiving what they need to be successful in learning. Staff also expressed a need for curriculum and professional development resources.

The community expressed a desire to have students return to the classroom as soon as it could safely be accomplished.

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

The LCP was created with the above concerns in mind. The following actions were added to address the concerns found in this section. An instructional model which aligns with the needs of the community was explored and will be implemented upon reopening. The LEA procured enough computers to support all students' access to internet based curriculum. The district has also purchased 100 wireless hotspots to be distributed as soon as they arrive at the school. The LEA will feed any child in the households we serve. The LEA has worked with local partners to offer childcare options on the school site to the maximum extent allowable under the current health orders. The school counselor will set up a program to ensure any student or staff member with social/emotional needs will have a way to get support if needed. Students with special education needs will be prioritized in scheduling to ensure they can access the needed supports. Teachers will have support for curriculum development and professional development to enhance their distance learning skills.

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.]

Provided all conditions concerning COVID-19 remain favorable in the county, in person instruction will resume on September 21, 2020 in a hybrid instructional model. This model will consist of students physically attending school on Monday and Tuesday or Thursday and Friday. Wednesday and any days not physically present at school will be distance learning days. The daily schedule will be modified to allow time for teachers to contact distance learning students and to allow for cleaning. School will start at 8:15 am and run until 2:00 pm each day. 4 hours per day will be spent on core instruction for ELA, Math, Science, and Social Studies. There is an additional 45 minute period built in to support remediation of ELA and Math for grades 4-8. Students who are low income, experiencing homelessness, foster youth, students with exceptional needs, or English learners will be targeted for intervention programs and supports.

In TK and the K-3 Special Education Class, students will attend each day campus is physically open. This will serve to mitigate learning loss for some of our most vulnerable special education students. These students have also had the most trouble accessing distance learning.

Plans are in place and have been reviewed by Tuolumne County Public Health to ensure the return to campus is safe and within the limits of the current guidance. Students and staff will observe physical distancing in the classroom and around campus while on the hybrid model. Students will maintain their class cohorts throughout the day. Students in grades 3-8 will be required to wear face coverings while at school. Students in grades TK-2 will be strongly encouraged to wear face coverings while at school.

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

Description	Total Funds	Contributing
Supplies for cleaning, PPE, and signage	20,000	No
Classroom instructional equipment including document cameras, projectors, and recess equipment	10,000	No
Increased yard supervision to ensure students are maintaining cohorts	14,500	No

Description	Total Funds	Contributing
50% of Salary and Benefits for a School Counselor to address student social/emotional needs with priority given to students who are low income, experiencing homelessness, foster youth, students with exceptional needs, or English learners	51,223	Yes
Increase available hours for custodial services to ensure facilities are clean and safe	14,257	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.]

During full time distance learning, Columbia has provided daily meetings with teachers, a full curriculum available in multiple formats including online, paper/pencil, and blended models. Teachers meet with students daily and provide overall instruction for the learning tasks assigned for the day for a total of 4 hours of instruction and learning tasks daily. Teachers then have office hours and/or tutoring time to help students better understand assignments and the associated instruction. Teachers will be blending the models when students return physically to campus. To ensure a smooth transition, teachers will be using many of the same tools for in person instruction that are used in distance learning. In person lessons will still be available by video conferencing for students who need support. Teachers will have time available each day to support students in distance learning.

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.]

CUSD sent out a survey to assess student needs for connectivity and access to devices in April 2020 and again in early August 2020. Columbia will provide opportunities for all students to be connected to classroom learning. Chromebooks are provided for all students who need them. Internet access is available in our parking lot. In addition, we have worked with community partners to identify low-cost internet connection opportunities. Columbia is also working to secure 100 wireless hotspots to support internet connections at home during the pandemic, even after the return to physical school. We also have a computer technician position to provide support to our families in ensuring the proper operation of technology devices.

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.]

Columbia teachers will use the NWEA MAP as a summative assessment that measures student growth throughout this year. In addition, they will use formative assessments from the adopted curriculum, formative assessments from online programs, informal assessments built into instruction, as well as performance/project based assessments. Columbia uses the following programs in instruction: Zearn, Prodigy, Reflex Math, Get More Math, My Math Academy, Accelerated Reader, Read Live, and Spelling City. Each of these programs has an assessment element built in to support instruction.

Students will be provided instruction through various systems including Google Classroom and Seesaw as well as pencil/paper tasks. Teachers will evaluate the time value of assignments and record it on a log. Participation will be measured by submission of student work or evidence of login and work completion in an online learning activity.

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.]

Columbia teachers have been provided professional development to support distance learning. In conjunction with the Tuolumne County Superintendent of Schools office, we offered our teachers two different series of professional development for a total of 10 days of opportunities. In addition, Columbia offered teachers two different professional development opportunities on the subject of effective distance learning methods. Teachers have also been encouraged to use informal professional development offered by our various curriculum and learning product partners. In addition, teachers were offered 10 hours of paid curriculum development for distance learning during the summer.

Staff Roles and Responsibilities

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

Columbia has added a full time independent study/homeschool teacher for the school year. Teachers have also had to make a shift to distance learning requiring a modification in their roles. Teachers will need to be explicit in instruction of hand washing, face coverings, and screening students. Physical Education teaching staff may be repurposed to support students in another way. Our instructional technicians will work with students in a virtual model. This will keep them from interacting with many cohorts throughout the day. Our custodial staff have been trained in how to effectively clean and disinfect surfaces and rooms around the school. Custodial staff will increase the frequency with which they clean high touch surfaces around the campus. They will also have modified duties in their day to day cleaning and sanitizing in the classroom.

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.]

Special education staff will connect with students on a frequent basis. Students in TK-3 will have the opportunity to attend special education instruction each day the campus is physically open. The school counselor will check in with students and families to ensure they have the social/emotional support needed to be successful. The counselor is also targeting students who are low income, experiencing homelessness, foster youth, students with exceptional needs, or English learners in offering targeted supports. When meals are delivered, staff will check in with families regarding needs and their current social/emotional state. Also, the school is reaching out to families through phone calls. If a family cannot be contacted by traditional means, school staff will make a home visit to connect with the family.

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

Description	Total Funds	Contributing
Software to support distance learning (Zoom, MobyMax, Prodigy, My Math Academy, Reflex Math, Mystery Science)	10,000	Yes
Wireless hot spots to ensure most vulnerable population can connect to instruction	12,000	Yes
Full Time Independent Study teacher position to provide educational options for working parents	82,900	Yes
Classroom supplies to support distance learning	10,000	No
Compensation for teachers to complete distance learning professional development	4,000	Yes
Computers and other technology devices for students to access distance learning	50,500	No

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.]

Columbia has developed opportunities for students to address learning loss. A Summer Ramp Up to School program was held offering 3 weeks of additional instruction primarily for English learners, students from a low income background, students experiencing homelessness, foster youth, or students with exceptional needs. Students will be assessed using the NWEA MAP assessment at the beginning of the year and at the end of each trimester. This will provide both summative assessment as well as information on academic growth. In addition, teachers will use curriculum based assessments, software based formative assessments, project based assessments, and informal online assessments to measure student learning in ELA, Math, and ELD for English learners. K-8 special education students will be able to attend as a cohort on all days the campus is physically open. Students in grades 4-8 will have a 45 minute ELA and Math remedial instruction period each day they are physically on campus. Instructional Technicians will work with grades K-2 to support ELA and math instruction.

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.]

Columbia will use a variety of high engagement activities on the computer and eventually on campus to ensure all students are learning and making adequate growth. In addition to the formal assessment offered by the state and the NWEA MAP, teachers will use MobyMax, Accelerated Reader, My Math Academy, Spelling City, Zearn, Prodigy, Get More Math, and NearPod to engage all students in learning. Teachers will ensure students with exceptional needs and English learners receive appropriate accommodations and modifications to allow access to the curriculum. The counselor and administration will reach out to foster students and students experiencing homelessness to ensure they have the needed supports to continue their successes.

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.]

Columbia will assess students at the beginning of the year and at the end of each trimester using a summative assessment. Accommodations will be provided for students who need support in completing the assessment. Formative assessments will be given by the teacher as a part of the units of study. In addition, students will be able to use the myriad of instructional programs available to assess learning in a more engaging way. Student Study Teams will still meet to review student progress and discuss pathways for improvement. The administration will also provide a survey at the end of distance learning to gather feedback about how to improve instruction if that strategy must be used again.

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

Description	Total Funds	Contributing
Summer Ramp Up To School Program- Teacher costs, materials, lunches	8,700	Yes
NWEA Measurement of Academic Progress (MAP) assessment to ensure all students, especially targeted groups, are making academic gains	10,500	Yes
45 minutes per day remedial instruction when in person instruction	0.00	No
Instructional Technician support for Special Education, ELA and Math support for English Learners, Foster Youth, Students experiencing Homelessness, and Low Income students.	131,881	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.]

Columbia has provided and will continue to provide support to students in social and emotional well-being. Our counselor has reached out to high needs students. The counselor has also provided a check in form to all grade levels. Students can use this tool to request counselor support.

Teachers have participated in refresher professional development to support the implementation of the social/emotional learning curriculum. Teachers will also make specific allowances for social/emotional learning as a regular part of their classroom instruction. Staff have participated in suicide prevention training. In addition to our active outreach to families, our staff are also checking weekly with students and families in need during lunch deliveries.

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.]

Columbia Teachers are making daily contact with students either through an in class meeting or a phone call. If teachers cannot reach students or have students with inconsistent attendance, the counselor or administration will contact the family by phone. If this is still unsuccessful, a home visit will be arranged. The administration will also work with the county level SARB process if needed.

To keep student and family engagement high, teachers are using a variety of learning engagement tools as well as strict tracking of student completion. Columbia is also offering opportunities for a variety of instructional options including full time distance learning, a hybrid model, full time independent study, or full time homeschool.

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.]

While on full distance learning, lunches will be delivered on Mondays to cover the whole week as requested by parents for any child under the age of 18 in the household. Staff will use gloves and face coverings while handling or serving food. In a hybrid model, students will eat in cohorts in classrooms or areas specifically designated for that class on campus, outdoors if possible. Meals will be grab and go, no salad bar use. Hand washing will happen before and after lunch. Lunches will be provided for students for days of distance learning. A group meals will go home on Tuesday afternoon for W-F. B group meals will go home on Friday afternoon for M-W. Home lunches will be requested by parents for any child under the age of 18 in the household. Staff will use gloves and face coverings while handling or serving food.

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

Section	Description	Total Funds	Contributing
School Nutrition	School Nutrition Additional Operations Cost	27,158	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
14.23%	536,264

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.]

Our core program consists of providing a teacher, classroom space, adopted curriculum materials, and educational supplies to implement that curriculum in English language arts, math, science, and history/social science. The administrative and operations services that ensure operation of this core program are also considered a part of the program.

School wide, we provide a counselor, a music teacher, and a PE teacher as well as the materials to support these programs above the core program. We will measure the success of these programs through the student, parent, and staff surveys and student attendance rates. All students can access these services. We will have instructional technicians providing academic intervention services for our most needy students: Foster Youth, Students Experiencing Homelessness, English Learners, and students from low income households. We will monitor student academic progress for students receiving these services. We will monitor student academic progress for special education students served as well as our progress toward meeting goals outlined in the district's performance indicator review. We will offer academic

(including curricula and supplemental materials and software, and professional development for teachers and instructional technicians) and behavioral intervention.

Staff will implement Positive Behavior Interventions and Supports (PBIS)) services that are principally directed toward our students with the greatest needs including foster youth, English learners, and students from low income homes. We will measure the success through tracking our academic assessments (CAASPP and benchmark testing) and through suspension rates. We will also provide release time for our Foster Youth Liaison to work with Foster Youth at our school. Progress will be measured through the number of interactions this position has with Foster Youth. We will use Low Performing Students Block Grant to provide a summer start up school and technology devices for students. We will measure the effectiveness of these services through our student achievement data.

To address COVID-19 related learning loss, we will continue the above programs. We will also have regular check ins with all of our vulnerable populations. We will deliver lunches to families experiencing challenges related to the pandemic. We will provide students with access to regular assessment and targeted instruction to address learning loss of our vulnerable populations.

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

While we have a wide array of services to support all of our students, the counselor, academic supports, and assessments are all principally directed at supporting the academic and social/emotional health of our foster youth, English learners, and low-income students. We will use these tools to ensure academic and social/emotional success of these vulnerable populations.