

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.]

Due to the closure of on-site face to face education implemented across the state in response to the COVID-19 pandemic in March 2020, Hornbrook Elementary School District rapidly transitioned and made changes to program offerings for instruction, meals, and after school care. We quickly surveyed the needs of our families to support continued learning, childcare and meals for their children to ensure that all students' needs were met, especially our under served and high needs populations.

- Instruction- The sudden school closure exposed the need for our rural/remote and low income families to have reliable internet services in order to access online learning. Due to the limited connectivity issues in some areas of our remote district and to provide an equitable education, we utilized the distance learning model of packets and textbooks. Teachers made phone and in-person contact several times a week. This helped relieve some pressures for students and their family.
- Meals- We continued to offer breakfast and lunches for all school days throughout the on-site closure to ensuring our students and their siblings 18 and under were fed during the pandemic. Meals were available twice a week to be picked up at the school site, and for more remote areas, delivered to bus stops.
- After school care- Referrals were provided to all parents/guardians

As a small rural district in a remote area of Siskiyou County, the Hornbrook Elementary School District is strongly connected to its community. The impact has been felt at every level of the organization: students, families, teachers, site administrators, and personnel, as well as community members and community partnerships. Each and every stakeholder group has been challenged to shift their thinking and re-imagine both their role and relationship within the organization. The impacts to the community from COVID-19 included increased numbers of families experiencing homelessness and food insecurities. Families also shared the additional hardship and loss of income due to parents needing to stay home to supervise their children and ensure learning occurred during the school day. The District referred families in need of child supervision during school hours with agencies within the county. Students have been adversely affected, socially and emotionally, by the sense of isolation they experienced when they are not able to attend school in person. This was amplified for families living in remote areas where some children were not able to see other children in-person for very long periods of time.

Moving into the 2020-21 school year, we have taken feedback from all our stakeholders in devising a plan to continue education during the pandemic. In response to that feedback, we made changes to program offerings for instruction, meals, and after school care.

- Instruction- We are offering distance learning, (Home-School) Independent Study, and minimum day in-person, as the conditions allow. We surveyed our parents on internet accessibility and have purchased hotspots through Verizon to provide connectivity to more households. Each student was assigned a Chromebook. We continue to have connectivity issues in some areas of our remote district. We are following the mandates for distance learning, including daily "live" interaction.
- Meals- We continue to offer breakfast and lunches for all school days. We are prepared for in-person and distance learning models. We will be providing food for our students and their siblings 18 and under during the pandemic. During distance learning, meals are available twice a week to be picked up at the school site, and for more remote areas, delivered to bus stops. During the in-person model, we will providing a grab-n-go lunch for students to take home and eat at the end of the minimum day.
- After school care- In-person model, we would be offering the SAFE after school program for students/families. During distance learning, the after school program is closed to in-person care, however they will be offering activities, snack, etc. to be done at home. Referrals were provided to all parents/guardians or alternative care during distance learning or school closure.

Stakeholder Engagement

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

Hornbrook Elementary School District has consulted with parents, pupils, teachers, administrators, other school personnel, local bargaining units and the Board of Trustees regularly since the initial school closures occurred in March 2020. We are not required to have an EL Parent Advisory Committee due to the small size of our EL population. To solicit and promote stakeholder feedback, phone calls, emails, text messages, and public meetings were utilized to ensure all members of the community had an opportunity to engage in the planning of when and how students would safely return to school in the fall of 2020.

- Parents: meeting 8/11/20; parent phone survey March, May, and June 2020; ongoing
- Pupils: April-June 2020 through teacher meetings with students; ongoing
- All Staff: March-June 2020, 6/5/20, 8/5/20, 8/25/20; ongoing; in meetings and via email
- Bargaining units : throughout April-June 2020; 6/5/20; 8/5/20; 8/25/20; ongoing; in meetings and via email
- Board: April, May, June and August 2020; ongoing; in meetings and via email

Parents without internet service were contacted via phone to solicit input and were also welcome to join the in-person parent meeting on 8/11/2020. For those who speak Spanish, a staff member was available by appointment to talk with families about any concerns and input.

All groups were provided the opportunity to submit written comments.

The LCP was presented to the Parent Advisory Group/ School Site Council for review and feedback on September 11, 2020, and the Superintendent responded to comments received.

The LCP will be presented for a Public Hearing at the School Board meeting on September 16, 2020. Public input will be invited and used to make final revisions to the plan.

The LCP will be on the agenda for Board adoption at a Special Board meeting September 23, 2020.

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

All public meetings were open for in-person attendance (with all protocols in place) and remote participation options of Zoom. Parents were encouraged to personally call the Superintendent if they had input or concerns. Postings on the website provided information and updates.

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

Parents provided feedback on: internet connectivity and devices for students; questions/concerns about face covering and school protocols for the in-person model; distance learning vs independent study (home-school); issues/concerns with student engagement during distance learning in the spring; “live” interaction component; safety

Staff and Bargaining Units feedback contained many of the same ideas as parents but also included: safety concerns/protocols for busing, cafeteria, classrooms and custodial; connectivity issues with “live” interaction; student and staff morale; protocols for in-person model; taking attendance during distance learning; in-person tutoring during distance learning; time management; curriculum

Pupil feedback: needing teacher help to complete assignments; wanting to get back to normal; difficult to remain engaged in the spring without a daily check in with teachers; no quiet place to do work while at home; missing friends

Board feedback: protocols for in-person model; health and safety concerns for students, staff, and community; liability concerns

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

Parent feedback influenced Chromebook checkout, purchasing of hotspots, and adding Independent Study (Home-School) option and options for “live” interaction.

Pupil feedback influenced: voluntary tutoring time during distance learning; utilizing online video meeting rooms for synchronous lessons; more structured daily interaction and accountability.

Staff and Board feedback influenced program offerings, scheduling, curriculum and technology needs, professional development, support, health/safety protocols, and reopening options.

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.]

The preference for Hornbrook Elementary School District is to offer in-person instruction, if possible and if approved by the Health Department. In preparation for inviting students and families back to the school buildings, bulk purchases have been made of personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies including, but not limited to, thermometers, electrostatic sanitizing machine, portable hand sanitizer dispensers, masks, shields, gloves, and plexi-glass guards.

In some cases, modification of classroom spaces needed to be made including the removal of desks, tables, rugs, bookcases to provide the necessary space for social distancing. Safety will be maintained with a minimum day hybrid schedule that will enforce social distancing through staggered recess and lunch times. Bus rider and parent drop-off of students will enter and exit through different doors to avoid mingling. Flow through the hallways will be marked for one-way flow. Classroom configuration will provide for desks to be six feet apart or as far apart as possible. Masks for everyone, face shields for staff in primary classroom, and hand sanitizing, along with taking temperatures and frequent cleaning will help maintain a safe environment.

In-Person Regular Model Includes:

- Students will be provided learning opportunities in the following areas: English Language Arts, Mathematics, Science, Social Science, Health/Physical Education, Social

Emotional Learning, Art

- Teachers will continue to focus on providing students with opportunities to engage in learning and consider offering them a menu of options to highlight their learning.
- Students and their parent/guardian will meet with their teacher (in-person, by phone, or via Google Meet/Zoom, etc) as necessary to discuss areas of focus and learning forward.
- Diagnostic, formative and summative assessments will be conducted, as appropriate during the in-person regular schedule time.
- Students will be held accountable for their work, and Progress Reports and grades will be issued accordingly.

- Students who are English Learners will be provided with supports to meet their language needs from their classroom teacher.
- Students with IEPs or 504 plans will be provided with supports to meet their individual needs, and the special education staff will work in concert with the classroom teacher to this end.

The model will provide for the minimum number of minutes of:

180 min/daily - Kindergarten
230 min/daily – First-Third Grades
240 min/daily – Fourth-Eighth Grades

Our daily schedule of in-person would be:

Kindergarten daily: 9:30-12:30
1st-8th Grade daily: 8:15-12:30

The schedule includes a staggered 15-minute recess within cohort groups and all protocols place; students would be provided a grab-n-go lunch. After school program would be open from 12:30 -6:00 pm with all safety measures in place.

The leadership at the school site has developed plans to ensure they will be able to identify how classroom-based instruction may take place either hybrid or completely in-person. Each plan includes protocols to ensure the safety of students and staff, consistent with public health guidance, including how students will enter and exit the school, when and where hygiene practices can take place, the need for protective equipment, allowing for physical distancing, and time for cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles. See Appendixes in Reopening Plan on website.

The District will continue to focus on a strong instructional program that is coupled with access to essential standards and a cycle of assessment to consistently monitor and accelerate the learning trajectory of students. Teachers will use cycles of assessments to identify and remediate knowledge gaps, so all students have a solid foundation before tackling the next challenge in their studies.

All students 1-8 will be taking an initial screening, STAR Reading and Math or Early Intervention, at beginning of the school year to gain information on learning loss for students due to the school closure in 2019-20. This assessment will help guide the levels of support that the classroom teacher, support staff, and the Intervention Teacher will be providing. Ongoing assessments, through benchmark, interim, formative and summative assessments will help guide instruction and supports.

It is hoped that during either distance learning or the in-person model, if deemed safe, small groups support sessions will commence for students who have experienced significant learning loss due to school closures, especially low-income, foster youth, homeless, English learner, and students with disabilities. Our Intervention Teacher will be utilized to help with learning loss.

To support the social and emotional needs of students, Hornbrook Elementary School District will have a minimum of one Counseling Therapist assigned to the school. Counseling Therapist will conduct risk assessments and initial evaluations to determine the need for ongoing school based mental health. Therapist will provide both individual and small group mental health services. When appropriate, Counseling Therapist will link families to community resources available to support the student and families outside the school setting. The district has also increased the number of days the school nurse is available. To support the social and emotional needs of staff, the district will promote staff self-care and provide support with all aspects of protocols/procedures within this Covid-19 pandemic.

Campus Access: Hornbrook Elementary School District sites will not be accessible beyond students and staff until we move to Phase/Stage 4 and fully reopen. This includes parents/guardians, visitors, volunteers, and community members/others who request Use of Facilities. Parents exercising rights under California Ed Code 49091.10 (b) must present a request in writing to the front office no less than 24 hours prior to their visit. Guests must submit to a temperature check and submit a health questionnaire. On campus, guest must wear gloves provided by HESD, wear a face mask, limit visitation to twenty minutes, and remain socially distanced from ALL students and ALL staff at ALL times. Board meetings will be held in-person with a virtual option. All Local Control Accountability Meetings, Site Council Meetings, and 8th grade meetings will be held virtually; in-person accommodations will be made for those with limited/no digital access from home and illness prevention and physical distancing measures will be followed. Protocols will be established for accepting deliveries safely. In addition, protocols will be established for student and parent/guardian campus access for Distance Learning meetings by appointment when/if we are in Plan C.

Training of staff on proper hygiene, cleaning, and sanitizing procedures has been implemented district-wide.

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

Description	Total Funds	Contributing
Personal Protective Equipment for staff and students: (masks, shields, gloves, plexi-glass, etc.) Increased supplies of soap and hand sanitizer that is greater than 60%.	4000	No
Cleaning equipment and supplies: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks. Electrostatic sprayer for disinfecting classrooms, buses, cafeteria and other large areas.	5000	No

Description	Total Funds	Contributing
Health Materials: Additional Thermometers to screen student temperature and mitigate potential spread of Covid.	300	No
Visual Cues and Materials to Maximize Social Distancing: to help direct traffic flow, minimize interactions between families and students, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and possible stanchions to direct traffic flow.	500	No
Hydration Stations: current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of Covid-19. The installation of classroom hydration stations will provide students and staff safe access to drinking water when on campus. Will include one station in each of the following locations: cafeteria, SAFE after-school room, and all classrooms.	6000	No
HVAC filters: increase the frequency of HVAC filter replacement to 2-3 times per year as recommended rather than once a year as has been the practice.	600	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 distance learning students will meet via Zoom or Google Classroom with teachers and peers on a daily basis. Direct instruction will be provided daily during synchronous time, with asynchronous time provided for students to practice skills, complete assignments, and research topics of interest. In order to maximize learning, teachers will also schedule small group and one on one time with students to meet individual student needs. Paraprofessionals will be utilized to work with small groups to provide structured practice of lessons taught by teachers.

Classroom teachers will collaborate with Resource teachers, and support staff to create schedules to meet students' needs. Instruction will be aligned to California State Standards and students will be provided with materials and resources necessary for student for at home use.

The District adopted curriculum and supplemental resources will be used in all instruction throughout the year to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery. The use of the Google Classroom learning management system consistently throughout the year will also contribute to the continuity of instruction and learning in any model. Finally, teacher teams developed templates for daily schedules and lessons that provide a mix of synchronous and asynchronous time which can be adopted to Distance, Hybrid and In-Person instruction. These will be utilized regardless of the method of instructional delivery to further ensure instructional continuity for pupils in transition between in-person and distance learning, as necessary.

Distance Learning

- Chromebooks will be available for checkout with signed contract.
- Teachers may use digital instructional tools for those students who have access; additional digital options for students will continue to be pursued.
- If utilizing online technology, students will be required to attend Classroom Circle via online communication each day at the scheduled time for attendance. Teachers will collaborate to designate other online synchronous meetings to meet the state mandate for daily synchronous instruction. Students not utilizing technology will have live interaction daily via phone call with teacher.
- If not using online technology, students will be required to talk with their teacher or the Intervention Teacher daily for instruction.
- Teachers will continue to focus on providing students with opportunities to engage in learning and consider offering them a menu of options to highlight their learning.

- Students will be required to engage in academic activities for the required amount of minutes daily as outlined by the California Department of Education

Kindergarten -- 180 minutes

1st-3rd Grade – 230 minutes

4th-8th Grade -- 240 minutes

- Monday or the first day of the school week will be curriculum exchange day at the school.
- Students and their parent/guardian will be provided a weekly opportunity to meet with their teacher (in-person, by phone, Zoom, or via Google Meet) to discuss areas of focus and need.
- Diagnostic, formative and summative assessments will be conducted, as appropriate during the Distance Learning time.
- Students will be held accountable for their work, and Progress Reports and grades will be issued accordingly.
- Students who are English Learners will be provided with supports to meet their language needs from their classroom teacher.
- Students with IEPs or 504 plans will be provided with supports to meet their individual needs, and the special education staff will work in concert with the classroom teacher to this end.

- Students who do not attend daily synchronous meetings will be offered learning supports, but may be entered into the School Accountability Review Board (SARB) system to aide with attendance compliance.

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.]

We surveyed all students and parents during the spring of 2020 to ascertain the needs of students for devices and connectivity. We also surveyed staff to ascertain the technology needs they had to ensure the delivery of instruction remotely. All students will be provided with devices. The District has purchased 15 mobile hotspots to support connectivity and ensure ability to participate in distance learning. Teachers have been provided with document cameras, laptops and training in the use of Google Classroom, Google Meet and Zoom. Within the first 3 days of school, students and parents will meet with classroom teachers for individual instruction on the use of devices and online platforms that will be utilized during distance learning. Technological support will be provided to parents, students, and staff to ensure effective delivery of instructions.

Students that are unable to access connectivity due to geographic locations and lack of cell service for hotspots, etc. are provided with instruction via phone contact and paper packets, with the teacher making a home visit weekly. Students are also scheduled for small group in-person tutoring, when available.

Connectivity due to our remote District continues to be 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.]

The District's goal is to have 100% of students participate daily. Participation/attendance will be determined based on evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts with the students or families. The students' participation will be recorded and regularly communicated to families along with academic progress via phone or Schoolwise student/parent portal.

Pupil progress will be monitored through the evaluation of classroom assignments, classroom discussion, classroom assessments, and interim assessments. Time value will be calculated by teachers based on the amount of synchronous time and the estimated time for students to complete asynchronous assignments. The teacher will record this time for each student using a weekly engagement log.

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 staff have been provided training on Google Classroom, Google Meet, Zoom, Universal Design for Learning and Trauma Informed Practices. Ongoing professional development will be provided based on staff needs through our digital meeting times and weekly collaboration meetings.

- Teaching staff (PLCs) will meet every Monday from 3:00 – 3:30 to discuss student progress, analyze student data, share best practices and achievements, and continue to foster positive relationships and connection.
- Teachers will meet with paraprofessionals every Tuesday, at a scheduled time per teacher, to discuss the progress for the week and to plan for the upcoming week's instruction.

Staff Roles and Responsibilities

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

Teachers' responsibilities have changed in many ways to ensure distance learning is substantially similar in quality and rigor to in-person instruction during times of distance learning. Teachers will need to adapt their normally prepared lessons to be a mixture of online and textbook/paper pencil lessons that can transition to an in-person model. Teachers will also be responsible for the evaluation of the instructional time value of student work and tracking of participation in the distance and hybrid learning environments to determine attendance. Instead of classroom management, teachers will need to manage daily live interactive sessions with students via online communication tools like Google Meet and Zoom. In addition, teachers will need to communicate much more with families to assist with social emotional issues and as part of the District's tiered re-engagement strategies for pupils who are absent from distance learning. Teachers and paraprofessionals will meet with students at specified times through online platforms. Schedules will be adjusted to meet student needs. Instructional staff may need to adjust their schedules in order to provide times to contact parents on a weekly basis to communicate student progress.

Classified employees in general will have flexibility in work times and duties as needed to contribute to the needs of the schools and District as a whole. This includes working remotely when possible to support distance learning and the functioning of the District. Bus drivers will be utilized to deliver meals during distance learning to specified locations throughout the community. Custodians will have varied schedules, depending on whether students are present on campus part of the time or fully distance learning, in order to ensure proper sanitation procedures are followed.

Special Education Instructional Aides will support instruction within the virtual classroom and collaborate with teachers to provide necessary accommodations for students pushing into the general education classes. Instructional Aides will also support pull out small group instruction for reteaching and intervention.

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.]

In order to support English learners, students in foster care, homeless students, or students with exceptional needs, small group and individual support will be provided in-person or through online platforms, depending on students' needs.

EL students will receive integrated ELD within all lessons.

Resources teachers will provide support to all students with an active IEP in small group cohorts at specified times, so as not to conflict with the general education of students.

Students experiencing homelessness will be afforded the opportunity to participate on campus with proper precautions in place.

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

Description	Total Funds	Contributing
Devices and Connectivity: Chromebooks made available for all students who need a device to access distance learning at home, headphones and Wi-Fi hotspots on an as needed basis.	11,000	Yes
Additional Technology and services for Staff to implement Distance Learning: computers, document cameras, Zoom, Google meets, etc.	7500	No
Curriculum: adopt and purchase curriculum that will work in a variety of learning models.	35000	No
Online subscriptions and resources: Renaissance Place, NewsELA, Mystery Science, IXL, etc.	3000	No
Foster Youth Services: Provide remote support for Foster Youth through a case management model. Support includes regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified		Yes

Description	Total Funds	Contributing
Homeless Services: Maintain existing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.		Yes
Programs and resources to provide alternative options for students and families not met by the traditional school setting, ie. Long-term Independent Study (home-school).	1500	No
English learner support services: programs and resources adapted to distance learning.	500	Yes
Special Education support staff, programs, and resources adapted to distance learning.	500	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.]

All students will be assessed using STAR Reading, Math and/or Early Intervention within the first two weeks of school to determine their status in ELA, ELD and Math, with instruction and intervention provided according to student needs.

Student progress will be monitored weekly using curriculum embedded assessments, discussion, interim assessments, and teacher observations.

Benchmark assessments will be administered each Quarter to students in grades 3-8 with STAR and other assessments.

In addition to formative and summative assessment data, academic grades will also be reviewed against historical achievement to inform the overall picture of student progress.

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 primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. Daily check-ins and follow up with students will be scheduled. Students will be provided with physical packets that include pencil and paper assignments to allow students different modes of learning and expression.

The strategies at each Tier of Instruction are:

Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2: Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support.

Tier 3: Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions.

Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. As noted in other sections of this plan, a range of staff are regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff such as instructional aides or others. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available.

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 of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the STAR interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the

2020-21 school year. Data will be analyzed using the Professional Learning Community model where teacher colleagues and leadership work in collaborative groups and reflect on the data, focus on student learning, and interactions with their colleagues on effective strategies to close the learning gaps among various students and student groups; including foster youth, ELs and low income students. By sharing student progress among and across grade levels, educators take ownership of every child's education and strive using appropriate strategies and interventions to close the learning loss gaps that have occurred due to COVID-19 school closures. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss. In addition to formative and summative assessment data, academic grades will also be reviewed against historical achievement to inform the overall picture of student progress.

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

Description	Total Funds	Contributing
Online Intervention programs: Read Naturally, etc.	1200	Yes
STAR Testing: This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.	3600	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.]

Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. To effectively support the mental health and social & emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Positive Behavior Intervention & Support (PBIS) strategies and supports will be implemented school wide. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. We are purchasing and implementing SEL curriculum Second Steps for K-8 grade.

The District will have one Counselor assigned to the school on a weekly basis. The Counselor will conduct risk assessments and initial evaluations to determine the need for ongoing school based mental health. They will provide both individual and small group mental health services. When appropriate, the Counselor will link families to community resources available to support the student and families outside the school setting.

The District has also added additional days for the school nurse to be available for issues that may arise out of the Covid-19 pandemic.

Families will be referred to county mental and behavioral health for additional support.

All teachers have been trained in Restorative Practices and Trauma Informed Practices. All staff have done Keenan trainings (a variety of trainings available for suicide prevention, bullying, abuse, etc.)

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.]

Tiered Support for Absent Students

Distance Learning

A weekly schedule will be provided to every student to outline their instruction and assignments. Zoom meeting links will be included to help students easily access synchronous instruction. Other web links, Google Classroom or Zoom, district adopted curriculum and packets will also be provided for asynchronous instruction. Students will be required to be actively engaged in learning for the mandated number of minutes as outlined by the state of California.

- o Kindergarten-180 minutes

- o 1st-3rd Grade-230 minutes

- o 4th-8th Grade-240 minutes

Daily Attendance

Students will be marked present or absent each day during their regularly scheduled daily meeting with their certificated teacher.

Engagement Strategies

If a student faces challenges in participating in distance learning, Hornbrook Elementary will make every effort to support that student.

- Tier 1-if a student has one unexcused absence, the teacher will reach out to check on the student and offer technology assistance or any other contributions that will assist the student in being present and successful in the next day's instruction. This could include, but is not limited to reminder phone calls, text messages and the offer of voluntary instructional support on campus
- Tier 2-if a student has two unexcused absences, the teacher will inform the administrator for additional support for the student and family. Communication to the family will include phone calls, supportive text messages and information to educate the student and family to resources that they can access to help with distance learning.
- Tier 3-if a student has three or more unexcused absences, the administrator will set up a meeting with the student and family. Additional support staff will be included when appropriate including RSP teacher, school counselor, school psychologist, and school resource officer. A plan will be developed to support the student with ongoing school engagement and participation. If a student and family cannot be contacted the school will partner with the Siskiyou County Sheriff's Department for a child wellness visit.

Lastly, if those measures fail and student engagement has not improved, a SARB panel will convene to discuss the situation and provide resources to help the parent and student if applicable. Parents who ignore the attendance contract habitually could face monetary fines from the District Attorney's office.

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.]

The Food Service Department utilizes waivers provided by the USDA to feed students in a non-congregated setting, allowing meals to be served and brought home and consumed when students are participating in hybrid or distance learning. We continue to offer breakfast and lunches for all school days. We are prepared for in-person and distance learning models. We will be providing food for our students and their siblings 18 and under during the pandemic. During distance learning, meals are available twice a week to be picked up at the school site, and for more remote areas, delivered to bus stops. During the in-person model, we will provide a grab-n-go lunch for students to take home and eat at the end of the minimum day. These services are self-operated by the District's Food Service Department and funded through the

USDA National School lunch program. These procedures offer essential service support and allow students and their families to maintain social distancing practices.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention & Support (PBIS) and Social Emotional Learning (SEL) programs and resources to attend to the mental health and social emotional well-being of students, families, and staff.	10,000	Yes
School Nutrition	Nutrition Services and Supplies: Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, PPE, packaging, delivery, etc.	5000	No
Mental Health and Social and Emotional Well-Being	Nurse and Counselor Services: continue to provide nursing and counselor services	30,200	Yes
Pupil Learning Loss	Intervention Teacher	40,000	Yes
	Mitigation of COVID-19 and Operational Support: additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at the school site. This action supported efforts in maintenance and custodial, technology services, health services, and the school site.	8000	No

Section	Description	Total Funds	Contributing
	Maintain SAFE After-School Program	37,000	Yes
	Maintain Science Lab Days	5000	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
26.2%	\$134,261

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.]

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 11% of students who are not foster youth, English learners, or low-income students. Leading indicators are monitored and reported internally to ensure the focus and determination of effectiveness remains centered on outcomes for foster youth, English learners, and low-income students.

Actions (district-wide):

1. Devices and Connectivity:

The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed computers to all students. On a case-by-case basis, Wi-Fi hotspots are being provided.

2. Support:

Foster youth, English learners, and low-income students have additional targeted supports through teachers, translators, case workers, and school staff to increase participation rates.

3. Intervention:

A Part-time intervention teacher is on site three days a week and is principally directed to meet the needs of unduplicated students who struggle in reading and math. This provides opportunity and hope for this population of students below grade level in academic subjects. Online intervention programs and STAR testing platform are utilized to assess and assist in pupil learning loss.

4. Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL):

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate. During the 2019-20 school year (prior to school closures), Hornbrook Elementary showed a reduction in total behavior referrals of 39.6% from the previous year and a total of 0% suspensions.

5. Nursing and Counselor Services:

This action, in non-pandemic times, represents another of the district's efforts to provide resources to the Hornbrook Elementary School District community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to health services, including counseling and mental health services, this action is a critical support. Providing preventative health services and rapidly responding when needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

6. Academic Enrichment Opportunities:

With the restrictions in place by Covid, enrichment opportunities are limited but are essential to help foster connectedness, participation, and opportunities for all students, in particular unduplicated students. We will continue to provide hands-on science labs days throughout the school year for K-8 grade.

7. SAFE After-School Program:

This action, in non-pandemic times, represents another of the district's efforts to provide resources to the Hornbrook Elementary School District community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may need a place to go to get work completed, have tutor time, a snack, and additional resources.

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

89% of students in the district are low income, foster youth, or English Learner pupils. We currently only have 3% (two students) that are English Learners and no foster youth. The district subscribes to the US Department of Education's guidance around utilizing funds in a School Wide Program in order to improve the entire program with the most impact for students with the most need. The actions are LEA-Wide aimed at improving the entire educational program in all cases using strategies principally directed to improve the educational outcomes of unduplicated students. In order to ensure the monies are targeted with those groups in mind and in order that they receive the most benefit from, monies given to the sites for their determined needs will be allocated on an unduplicated per pupil count of low income, foster youth, and English learner students. The use of the monies is determined by the School Site Councils based on student achievement data and survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA).

The expenditures are focused on:

1. Increasing the variety and ensuring the quality of educational experiences at all grade levels
2. Maintaining school atmospheres that are free from bullying and encourage students to attend and achieve
3. Increasing supports and services through an Intervention teacher, and counselor & nursing services.
4. Maintaining and modernizing technology resources to ensure students can connect with the curriculum and provide continuity of learning between models of instructional delivery.
5. Empowering the school to determine, with the community, the supports and services that best meet the needs of their students

The 26.2% to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner (EL) students as well as continuing to focus professional development on evidence-based approaches to best support students with the most need.

Aside from the actions needed to allow for in-person instruction, all actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from stakeholders.