



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
La Honda-Pescadero Unified School District	Amy Wooliever Superintendent	amyw@lhpusd.com (650) 879-0286

General Information

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

Briefly provide information deemed relevant to enable a reader to more fully understand how the LEA's Learning Continuity Plan has been informed by the impacts the LEA and its community have experienced from the COVID-19 pandemic. May use response from COVID-19 OWR

On March 16, 2020 La Honda-Pescadero Unified School District transitioned to at-home learning in accordance with San Mateo County Health Department Student Dismissal Order. All families were notified of the change via phone, text and email. Written correspondence was also mailed to families during the Student Dismissal. To maintain communication, phone calls were made weekly for the first four weeks of the Student Dismissal for the purpose of checking in to determine needs and lunch provision. A "hotline" was established in April for families to call if they had any needs during the Shelter in Place. The "hotline" inquiries were routed to a district administrator who ensured that the inquiry received follow up from teachers, principals or other staff as needed.

At the Prek-5 level, instructional packets were developed on a weekly basis and distributed on "Super Tuesdays." Parents came to the school and picked up instructional packets, school meals, fresh vegetables donated from local farms and student giveaways. Student giveaways followed a weekly theme and included PE equipment books, puzzles, board games, wellness kits and plush toys. These materials were delivered to families unable to make the drive into town each Tuesday. Instructional packets covered the core academic areas as well as PE activities. Supplemental technology-based curriculum including Dreambox and Lexia was also available but not required.

6th-12th grade students had the option of a virtual based curriculum or paper and pencil packets which mirrored the virtual curriculum. The majority of students utilized virtual learning on a google classroom platform. Some teachers used synchronous and asynchronous zoom instruction while others used google classroom to post assignments and gather work from students. Chromebooks were issued to any students who lacked a reliable device at all levels. Hotspots were also issued to families with unreliable connection. Specialized reading instruction, occupational therapy and mental health therapy was offered via phone call and zoom throughout the student dismissal.

Hastily launched, Spring 2020 distance learning lacked cohesion, relevancy and engagement. Approximately 30% of our students disengaged despite phone calls, emails and home visits made by school staff. Families cited lack of motivation and student rebellion as the greatest struggle they had during Spring 2020. While families appreciated aspects such as "Super Tuesdays", motivational parades, personalized support and our food service program, they expressed desire for greater levels of feedback, stronger communication and a more balanced and cohesive program.

LHPUSD vision statement of "Inspire, Engage, Respond" served as the cornerstone of planning for the reopening of 2020-2021. Two committees comprised of teachers, administrators and parents met throughout June, July and August for planning purposes. The Reopening Committee met twice weekly to plan for the reopening protocols and structures of in-person learning. The Reopening Committee developed the guide for in-person learning. The guide was structured such that learning could toggle between in-person and distance as circumstances dictated. The second committee, the Distance Learning Committee also met twice weekly to plan the distance learning program. We responded to our learnings of Spring 2020 in our 2020-2021 planning and planned around the following key principles:

- Safety
- Equity and access
- Relationships
- Communication and...
- Trauma-informed schooling

Key outcomes of the planning included a safe reopening plan, grounded in the Four Pillars with bubble cohorts in the preK-5th grades and stable cohorts in the 6th-12th grades with teachers meeting with two small groups daily on a 12 week (trimester) rotation. The distance learning committee established the following:

- Common technology platform (Google Classroom)
- Common lesson delivery tool (Zoom)
- Schedule for daily instruction
- Schedule for school-wide theme-based planning
- Common theme planning template

Lesson structure template
A toolbox of technology tools

LHPUSD has not been heavily impacted by COVID-19 cases at this date. Our case numbers still do not register on the San Mateo County dashboard as reaching 10 or more cases. During a community testing program of 99 residents in late June, no positive cases were detected. Our rural setting and small size encouraged us to plan for in-person learning with distance learning as a back up. The challenge of internet connectivity posed a significant challenge for our students in distance learning. To respond to that challenge, LHPUSD:

Purchased and distributed new chromebooks and headphones for students

Established Remote Learning Centers at 5 initial locations in the community where students can access internet connectivity, learning support and supervision.

Disributed hot spots to families to boost internet connectivity

On August 20, after only 4 days of school, LHPUSD was forced to cancel classes due to mass evacuations of families and staff due to the CZU August Lightning Fire. While some areas of the district are still under evacuation orders, classes resumed September 1. A total of 8 school days were missed.

Stakeholder Engagement

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

We began stakeholder engagement in the spring through a series of focus groups soliciting feedback from parents and students via zoom. Staff members from LHPUSD partnered with community-based organization Puente de la Costa Sur to conduct these session and responses were summarized and presented to school staff and the Board of Trustees. Stakeholder engagement continued through summer with parent and student participation in the Reopening and Distance Learning Committees (a total of 28 meetings) as well as weekly parent meetings (6 meetings) to review the plan for reopening schools. In mid-July, a survey was administered to parents soliciting feedback regarding remote learning and attitude towards returning to schoool with 180 responses. In ealy August a second survey was administered detailing the return to school options and soliciting specific feedback. 133 families responded.

The LHPUSD Board of Trustees met on the following dates to formally discuss the stakeholder feedback and discuss reopening plans: April 23, June 16, June 25, July 29 and August 6

The district/school leadership and staff reviewed the data from stakeholder groups and included those recommendations and concerns in this plan.

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

All planning meetings were held remotely via Zoom with participants able to share information and comments. They were limited to one-hour and held four days/week. Board meetings were also held remotely. Stakeholders could submit comments through an email address either before or during the meeting. The email was monitored throughout the meeting. As the Board became more comfortable holding remote meetings, stakeholders had the option of submitting comment either through the email link or through live participation using the "raise hand" function on zoom. Parent meetings were held weekly in the evening. The superintendent would start with an introduction and information regarding the planning and then open the meeting to questions from parents. These meetings included live interpretation in Spanish using the "interpretation" function on Zoom.

All public meetings and hearings were conducted via zoom with notification sent out 72 hours in advance. We provided information about our meetings via email notices and through our student information system which sent out calls, text and emails. Translation of meeting notices and concurrent translation of meetings ensured access for all stakeholders (required for LEA's with 15% or more of their parents speak a language other than English).

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

Stakeholder feedback was gathered throughout the Spring 2020 and Summer 2020 to support planning for the reopening of 2020-2021. Key aspects of this feedback was organized into two parts for planning. What went well in the spring was used as areas of strength to continue and deepen.

1) What went well:

Community-building activities such as Super Tuesdays, parades and school-wide dance parties and events.

Meal service and vegetable and recipe giveaway through pick up and delivery.

Regular classtime on Zoom.

Community team's efforts to communicate and support parents and students.

Talking Point's for communication.

Feedback depicting efforts that were not as successful was used in planning to find creative ways to mitigate these obstacles to support student learning.

2) What did not go well

Motivation of students due to anxiety, lack of access, lack of relevancy or rebellion.

Access to internet for all families.

Ability for parents to monitor students due to either time restraints or lack of understanding of what was being asked of students.
Uneven feedback for parents on progress of students.

These strengths and challenges reported by stakeholders were incorporated into the planning for 2020-2021.

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

Stakeholder feedback informed the planning for the LHPUSD reopening options for families. 26% of parents surveyed requested a distance-only option for the year. As a result, parents had two options for returning to school. Families could choose 1) In-person option when schools are allowed to reopen or 2) a distance-only option.

Stakeholder feedback also informed the design of the distance learning program.

25% of parents reported that access to internet made it difficult for child to participate and 40% of families reported that it was not possible to monitor their children during distance learning. In response, Remote Learning Centers staffed by LHPUSD staff were established in areas with strong internet connectivity. Hot spots were also distributed to families throughout to strengthen internet connection for families with multiple children or a weak internet signal.

68% of parents reported that their child struggled with motivation, 40% were rebellious and 37% struggled with social-emotional difficulties. In response, LHPUSD staff developed a 6-day Induction to support student wellness. Induction included factual COVID-19 workshops and keeping safe, social-emotional supports and activities, school-wide activities, competitions within classes and relationship building between teachers and students as well as peer relationships. Additionally, LHPUSD learning will be delivered in a theme format (3-weeks) building greater coherence and relevancy in learning as well as providing a vehicle for staff collaboration.

Focus group data informed LHPUSD that parents seek higher levels of feedback from school staff. Delays in teacher response time to students and parents were frustrating. Lack of connection to teachers and delays in reporting assignment grades left parents unsure of how their child was doing in distance learning. In response, weekly feedback reports will be sent to families each Friday. Reports will provide factual data of each child's progress and engagement during the week.

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.]

At this time, all schools in San Mateo County may only offer distance learning. Using the moderate restriction model, our reopening plan provides detailed information about how our school/district will support student and staff health and safety and how we will provide continuity of learning. Our learning plan includes the instructional schedule, a plan for assessing and addressing learning loss, delivering high quality instruction and attending to the social-emotional well-being of our students and staff. A link to our reopening plan under moderate restrictions can be found here. (need to inset link)

During Distance Learning, small group instruction, utilizing the CDPH guidance is offered for students with an IEP, students with inadequate internet connectivity and English Learners through a combination of Remote Learning Centers and small group, teacher-led instruction.

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

Description	Total Funds	Contributing
Addition of 2 teachers to support bubble teaching at elementary level (Resources 3210, 3215, 3220) (Also included in Distance Learning Action)	\$53,887	Yes
Purchase of air purifiers and HEPA filters to provide safer classroom environment during COVID-19 (Resource 7420)	\$2,509	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.]

Distance Learning will be standards-aligned and meet the needs of all students including those who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support. All schedules have been developed to allow for a seamless transition between in-person and distance only learning. We will continue the work we started last spring to provide connectivity and devices to all students who are participating in distance learning. Teachers and other certificated employees will connect with students daily through internet-based classrooms, and weekly through phone or email communication. Interaction will ensure English Language Assessment, proficiency, and reclassification through designated and integrated English Language Development. The curriculum and instructional resources for distance learning classrooms may also be utilized in an in-person instructional model. Seesaw will be used for K-5 classes and Google Classroom for 6-12 as the technology platform. Dreambox Math and Lexia Literacy will supplement live instruction.

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.]

Technology resources, including school devices and internet connectivity assurance, were provided to all students. Prioritization of Low-Income students was a key focus when reaching out to families to ensure they could participate fully in all aspects of distance learning programming. For low-income families who reported internet connectivity challenges, hot spots were issued. For areas lacking any internet connectivity, and relying on satellite resources, Remote Learning Centers are available.

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.]

We will document daily participation and interaction in distance learning. We will measure the number or percentage of students participating in virtual learning sessions with teacher(s), either synchronously or asynchronously through sign on data, feedback data- survey of parents, students and staff. Students who do not participate in distance learning will be marked absent for that day. Participation in distance learning may include engagement in online activities, completion of regular assignments, completion of assessments, and contacts between staff and pupils or parents or guardians. Instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document. Distance learning instructional time shall be based on the time value of assignments as determined by teachers. It must be standard-aligned

and meet the needs of all students including students who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support.

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.]

Professional Development will be targeted based on teacher need. Time and resources for educators to build, plan and teach in a hybrid learning or distance learning environment will be provided prior and during the school year. Professional development will be ongoing through; digital learning tools, instructional approaches to balanced assessment practices, high quality instruction to engage students and to support a deeper understanding of the essential standards. For ongoing support, LHPUSD has designated staff members and developed a stipend structure for teachers with technology strengths to provide on site support for other staff members.

Staff Roles and Responsibilities

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

With the shift to distance learning came a shift in the role and responsibilities for staff working directly with students and those who support the operations. Instructional aides have been assigned to provide individual additional academic support for those students who are struggling with learning loss. Instructional Aides also staff our Remote Learning Centers. Our counselor supports high school students and coordinate a student wellness team to identify and provide support to students and their families who need social emotional support. A Community Team has been developed to provide support to students and families who find obstacles to distance learning. Other classified staff provide delivery of food to families.

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.]

LHPUSD classes have been reduced in size to accommodate in-person learning should our county come off of the state monitoring list. Class sizes from 8-16 allows for more personalized learning both during distance and hybrid learning. The needs of English learners will be met with designated ELD taught outside of the synchronous classroom hours. Pupils with exceptional needs will have access to Resource Specialist

support at remote learning centers. Pupils in foster care and pupils experiencing homelessness will receive case management through the principals and community team to ensure that connectivity and learning needs are met.

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

Description	Total Funds	Contributing
Addition of 2 teachers to support bubble teaching at elementary level (Resources 3210, 3215, 3220) (Also included in In-Person Instructional Offering)	\$53,886	Yes
Hire Remote Learning Center Coordinator (Resources 3220, 7420, 9001)	\$59,497	Yes
Remote Learning Center Materials and Supplies (Resource 3220)	\$1,437	Yes
Distance Learning Technology Purchases (Resources 3220, 7420)	\$69,390	Yes
Staff professional development and planning time related to Distance Learning (Resource 3220)	\$18,874	Yes
Distance Learning Online Subscriptions, Licenses and Materials (Resource 3220)	\$19,882	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.]

LHPUSD will continue the local assessment program implemented under Pre-COVID teaching and learning to measure Fall 2020 learning status. In Fall 2020, the NWEA Measures of Academic Progress will be administered to students in grades 3rd-12th for English Language Arts and Math. The Brigance will be administered in Kindergarten to assess Kindergarten readiness and the Fountas and Pinnel assessment will be utilized in English Language Arts in K-5. These assessments will not only result in benchmark data but also provide information related to learning loss.

LHPUSD is still in the process of determining how and when to implement the ELPAC which assesses English Language Development but will follow the state's lead on required testing and timelines.

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.]

We will stick to grade-level content and instructional rigor, and focus on the depth of instruction, rather than the pace. To provide this grade-level instruction, we will need to help teachers prioritize content and learning. In order to continue to reflect a districts' instructional vision and commitment to equity, educators will also need to maintain the inclusion of each and every learner and identify and address gaps in learning through instruction, avoiding the misuse of standardized testing to place kids into high or low ability groups or provide low levels of instructional rigor to lower performing students. Finally, we should consider focusing on the commonalities that students share in this time of crisis, not just on their differences.

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.]

Teachers will administer formative NWEA assessments three times/year and bring this data to collaboration with their peers. Collaborative teams will use this data to develop and implement interventions with a focus on student groups including English Learners, FY, and Low-Income students. Weekly collaboration will support ongoing assessment of the impact of interventions on accelerating student learning

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

Description	Total Funds	Contributing
NWEA Assessments (Resource 0120)	\$2,813	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.]

LHPUSD will continue to work collaboratively with Puente de la Costa Sur to support the mental and emotional well-being of our students and families. Puente provides mental health supports to the children and families of LHPUSD. LHPUSD staff participated in a 2019-2020 professional development program focused on developing trauma-informed classroom and school environments. In partnership with Bayshore Elementary School District and a rural collaborative in Maine, Transforming Rural Educational Experiences, LHPUSD staff attended numerous workshops and field-based studies to understand the impact of poverty and trauma on the educational outcomes of students.

Teachers will monitor their students for signs of trauma and stress and report concerns to their site counselor/principal. Puente counselors are available to meet with students virtually, or in person if the scenario allows. Counselors will provide social/emotional learning to students through classroom lessons, increasing student knowledge of well-being practices. The Community Team will continue to reach out to their families and offer support in basic needs as well as resources.

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.]

Connecting and maintaining engagement for all students is foundational to our work with a distance learning platform. At our weekly collaboration we will identify those students who are in need of additional support. A Community Team is in place to assess obstacles of student engagement and support the students and families to engage with learning. Our tier II response will be initiated for students who have not participated in distance learning for three or more days and have not responded to teacher or staff member who reached out. Tier II response will include meeting with family and connection to community resources. We will provide outreach and support to our families who first language is not English.

Remote Learning Centers (RLC) are in place to support student engagement with adult supervision and technical support. Students who are not engaging in distance learning will be referred to an RLC.

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.]

On March 16, 2020, LHPUSD began serving lunch and snack to our students. LHPUSD staff initially provided non-congregate, grab and go meals on a daily basis but that proved to be burdensome for families to travel into town to pick up a daily meal so a weekly box was prepared and was available for pick up on Super Tuesdays. LHPUSD also delivered boxes to families who were not able to travel to Pescadero. The weekly box was well received and lunch orders increased dramatically. In May, breakfast was added to the box.

The following is planned for 2020-2021:

In-person Learning

Students will be served breakfast in classrooms. During the first, most restrictive phase of reopening, students will have access to a "grab and go" lunch at the end of the morning instruction. During phase 2, when students can stay for a longer day, meals will be served in classrooms to avoid mixing bubbles and stable cohorts.

Distance learning

Meal boxes will be provided twice weekly for pick up and delivery on Tues and Thurs afternoons from 4-6pm. Families can also sign up for delivery service.

All pick up days are operated using Health and Hygiene, Physical Distancing and Face Coverings at all times. Kitchen staff also utilizes these protocols during meal preparation.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Community Engagement Coordinator Outreach Specialist (Res. 3210, 3220)	\$81,262	Yes
Pupil Engagement and Outreach	New Website Development (Resource 3220)	\$10,900	Yes
Stakeholder Engagement	Translation Services for Stakeholder Meetings (Resource 3220)	\$1,000	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
14.2%	\$373,070

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 needs of foster youth, English Learners and low-income students were considered first when purchasing and distributing devices, hot spots, Remote Learning Center support and additional educational services. Principals analyzed attendance and performance data from Spring 2020 to designate students who needed support in distance learning. Actions related to increased technology access contribute to the increased and improved service requirement because it was evident that students from low income families were not able to access instruction in Distance Learning at the end of the 2019-20 school year. We have provided these students with access to digital learning devices and internet connectivity because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged.

Additional staff was added to reduce class sizes for both distance learning and the return to in-person learning. By reducing class size, LHPUSD is poised to be able to return in "bubble" cohorts which provides more class time for all students and better meets the needs of foster youth, English Learners and low-income students.

Remote Learning Centers were established in shared housing regions of our district to support low-income students and English learners. RLC's ensure that all students have internet connectivity and adult supervision during distance learning.

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

This action is principally directed at supporting EL, FY, and Low-Income students. These student groups have experienced significant challenges in our transition to Distance Learning and reading scores demonstrate a need for increased support. We have prioritized these needs and believe that providing a high-quality curriculum and certified instructors will accelerate the learning of these students who have experienced learning loss.

Reading support is provided for students who have experienced learning loss. Direct support of targeted students is provided at RLCs to ensure access to distance learning.

Targeted math support for students who are below grade level in middle school is provided through small class sizes and additional math learning time.

Access to devices, hotspots and RLC's is prioritized for targeted students.

