

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.]

The pandemic has had the effect of both challenging our community and bringing our community together at the same time. Due to the extremely small nature of our school and low number of families, we were able to involve our families, students and community by contacting each and every family several times during the initial shutdown. Beginning in the spring and continuing throughout the summer, we contacted every family by phone and surveyed each to meet their needs in learning for their students. We also were able to talk to our students to see how each was coping with the current situation. We ran our bus on its regular route several times to see our students and families, pass out and receive materials, finished work and see what the families needed.

To prepare for the 20/21 school year, the school was in constant contact with our families and students throughout the summer as to the plans for the upcoming school year, needs of each family in regard to distance learning, in-person learning and their preferences as the months progressed. We were able to ascertain that about 30% of the families were more comfortable with Distance Learning at the time and roughly 80% did not have the needed connectivity to be able to access Distance Learning. As in the spring, we called and talked with each and every family individually, which includes our parent advisory committee/School Site Council. Families that needed translation with Spanish, we had available staff to communicate so there was no family left out of the loop in gaining the best information in preparation for the most effective and comfortable education possible.

Ultimately, all the information gathered from the many conversations, bus trips and other communication, all decisions as to the preparation for the 20/21 school year was solely based on input from our staff, students and families.

Stakeholder Engagement

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

As stated above, before we instituted any official policy, action or sent out letters, our administration contacted each and every family individually to ask needs and challenges, inform and ask for concerns before final correspondence was sent to families. All families were talked with and involved in the decision-making process.

Our board meetings were and continue to be available for call in to attend remotely on speaker as well as Zoom links were posted on our school website and Facebook page. Also, we published and posted the School Board agendas in the local businesses and US Post Office. We tried as much as possible to make available our meetings. The fact is that our School Board meetings have not been attended by the public except on rare occasions, so that is why we reached out with individual contact so that our school community was neither blindsided by actions and had a voice so no one felt left out. It was an important step in our stakeholder engagement and empowerment. We ensure that our families that speak different languages and need to have conversation in their home languages receive translation and interaction so their voices are heard with equal weight in our school community.

As we are navigating through the first days of Distance Learning, we are soliciting family and staff input to ensure we are responding to needs as the difficulties will undoubtedly manifest themselves as technology will not keep up likely with the needs. We will make sure we ensure the needs of our families and students are met to bring exemplary education to our students.

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

We are making sure our families can either call in and join our public meetings by calling in and joining by speaker phone or we set up Zoom links to our meetings that are posted to the school/district website and our Facebook page. Of course, we set up audience availability in a socially distanced, sanitized area that is available if the public would like to attend in person.

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

The feedback was that the families really appreciated that the district is accommodating the needs and desires of families to provide as much materials, connectivity options for learning as possible. Due to our extremely small school community we were able to accommodate each family's needs and the input provided gave the students and families the ability to customize their learning situation to individual needs. Many wanted the same things, so we were able to meet needs seamlessly. The feedback was that about 70% of families wanted in person instruction with about 30% wanting to stay with distance learning until a vaccine and treatment for the virus was created.

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

There are several aspects of the plan that were influenced by the input by talking to our school community, public health officials in our community and county office personnel to put together a plan that is inclusive of all needs whether for in-person instruction, distance learning

or a mix of programs, if needed. One of the key areas of the plan that was determined by stakeholder input was to make sure we have distance learning an option throughout the 20/21 school year for those families that will be a little more hesitant to come back for in-person instruction when it is allowed.

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.]

Meridian Elementary recognizes that this has been a tumultuous time for our families and especially our students. With the closure in mid-March we focused on reinforcing learning done throughout the 19/20 school year during the spring to minimize learning loss in key standards and skills taught before the closure. This strategy only goes so far and we know we have students who only will still suffer from significant loss. We have seen that the losses are occurring more significantly in reading and writing. It is also clear that there are students that need to be present at the school to comfortably access the distance learning options. One of the observations we as a staff have made is that there is a mental comfort for our students even just being in proximity to school staff. Since we are keenly aware of these needs and conditions, Meridian will make in-person instruction available to our students as soon as we are able with the permission and guidance of the state of California, the California Department of Public Health and our local Public Health Officer. When we are allowed to open, we will have a regular schedule available to our students to attend. There will be adjustments to the daily schedule to adhere to safety guidelines.

The strategies we will use to assess students will not be different whether we are doing in-person learning or distance learning. We have built schedules and strategies to allow each staff member to individually work with each student to assess needs, gaps and areas of strength. These strategies will include the following diagnostic and formative assessment:

- STAR Reading
- STAR Math
- STAR Early Literacy
- Beginning of Year Assessments in Go Math Curriculum
- SIPPS Assessment (New) to assess reading levels of students in all grades (Students in 6th – 8th Grades that are on grade level will not take the SIPPS assessment as they will be beyond this level of instruction)

After the assessments are completed and with ongoing assessment throughout the year, during in-person instruction, we have built in a “Leveled Learning” one hour period where we will target students at their levels to fill gaps, mitigate learning loss and give the individual attention to the learning needs for each student. We are in ongoing communication with our families to let them know progress and needs of our students. Students who are not achieving at least a competent level will receive not only extra instruction, but we will work with the

families to ensure that those gaps are narrowed or eliminated. During in-person instruction, we will continue to make after school tutoring and programs available to those students who are in need of extra time and attention.

To keep the students safe and in cohorts, we will adjust our afternoon rotation schedule to self-contain the students throughout the day. This will also allow the staff to work with students in small groups within classes to target and mitigate learning loss and provide enrichment where applicable.

It will also allow us to implement social-emotional instruction and support in the classes on an ongoing basis along with making students of need to work with our school psychologist who started groups last school year.

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

Description	Total Funds	Contributing
We purchased the SIPPS curriculum during the 19/20 school year to use in the Leveled Learning program that is being implemented whether in-person or Distance Learning. Its inclusion of diagnostic and formative assessment as well as elements that can be used in any setting allows us to use the program to move students who are achieving along faster and more importantly, close learning loss and gaps for students in need.	\$2660	Y
We purchased ancillary materials in our Wonders ELA program in grades K-5 that will make available materials more comprehensive and leveled so our students with gaps will have more resources at level to move through gaps in learning.	\$1800	Y
We purchased a new ELA program for the 6 th -8 th grades so all three grade levels can work on the same material with differentiation through the curriculum instead of having three different curriculums that will not allow for continuity of learning. The program includes a Close Reader that allows the instruction to be scaffolded at a high level addressing the needs of each student depending on level of instruction needed.	\$2000	N

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.]

This is where we have simplified our plan significantly. With the 240 minute per day mandate for 3rd to 8th grades, 230 minutes for 1st & 2nd and 180 minute for kindergarten, as a staff we decided the best way to meet the needs of our students and families was to provide

synchronous instruction on Zoom meetings from 8:00 am to 12:00 daily. This decision was based on the input from our families and students that we gathered in multiple conversations from March through July. It was clear that if we could bridge the divide from those that did not have the connectivity that this was the best course of action. What we are providing is as close as possible to what the students would expect if they were in the classroom with their teachers. Additionally, we are holding small groups in two half hour sessions each day after lunch for the 3rd – 8th grades. First and second grades have three 20 minute groups each day. This allows to group students based on need and to close gaps and prevent new ones from forming.

The students came to the school with their families to receive the materials needed to hold class at home each and every day. We also devised a way to send completed work and new materials back and forth through our food delivery twice per week. The materials for instruction are all those that the students would normally have in their in-person instruction. That way we know we are teaching what the students need so learning loss is prevented.

Our ultimate goal was to have the experience be seamless for when we return to in-person instruction that there won't be a transition period. The change will just be location, not instruction, schedule or materials. We and the families felt this was the most mentally healthy as well as it gives our kids a sense of normalcy that this time is lacking elsewhere in the world today.

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.]

Throughout the spring of the 19/20 school year, we worked with our families with connectivity to help as many as possible to access internet capability as the number of options are limited in our rural area. It was clear that we had a large percentage of our families and students who would be unable to have connectivity should we need to start the year with distance learning. In the spring, we were able to take work packets and deliver them to our students, but that would not work as the new year began.

To ensure we would be able to implement our plan for Distance Learning, we contracted with a company that would lease us hotspots that had unlimited data available and the promised ability for our students to stream for the full four hours continuously each and every day of instruction. We secured 35 hotspots which would be good for up to two students each for every family. Students in families that numbered more than two students in the family received two hotspots. This helped ensure connectivity for 45 of our 61 students.

As far as devices, we are a 1:1 school so each of our students were able to use their school Chromebooks for instruction and Distance Learning.

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.]

Due to the simple nature of how we are implementing instruction through all synchronous instruction, we will measure progress in a more traditional way. Students will turn in work through Google Docs and our ELA, Social Studies and Math programs all have e-editions that are interactive and allow students to complete work online and turn in that way. Teachers also have the ability to check each student's notes in

their accounts to ensure that work is turned in. All contact and instruction is live and when a student isn't online for the Zoom meeting for class, families are contacted just as if the student were absent for in-person instruction. By doing things this way, we don't have to implement a time value formula for asynchronous instruction. Students also have access to their Lexia accounts for online interactive work. However, while working in Lexia, they are still on the Zoom meeting so the teacher can still see that they are engaged. The program also allows to monitor minutes of instruction. That way the students cannot be unmonitored doing something they shouldn't online. Additionally, the hotspots we leased come with a Sentinel program that both monitors and prevents students from going onto websites that they shouldn't.

We monitor progress through embedded and school and district-based assessments. Also, progress will be monitored by small group and individual assessments and meetings during small group classes in the afternoons.

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.]

The classroom staff (Teaches and Instructional Aide) met many times throughout the spring and summer to ready for all eventualities for the coming year. We worked and met throughout the spring as our understanding of what distance learning needed to be. We looked through CDE guidance, recommendations and resources together to decide how best to proceed. As a small classroom staff of four, we do everything together for general professional development. For grade level specific, we attend webinars appropriate to our individual grade levels as we all teach multiple grades.

We met once in June and multiple times in July and early August to ready ourselves for how we would proceed. We were in constant contact as needed throughout the summer as the guidance and expectations changed throughout the weeks. Whenever a change occurred, we would meet to adjust our plan in response to new guidelines, mandates and procedures.

It was through these professional development sessions that we made our determinations of how to deliver instruction most effectively to our students as well as provide for our families wants and needs that we gathered through individual contact with all.

Our small stature allows professional development to be individualized and customized to each teacher's needs based on grade level and numbers of students at each learning level.

Staff Roles and Responsibilities

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

The only staff roles and responsibilities that changed were office staff as more was laid upon the two that run the office regularly. These responsibilities added monitoring of staff when they arrive for screening at work and screening of visitors to campus, students who are coming in for allowed in-person access to distance learning where necessary on a limited basis as allowed by the local health officer. The District Director or Superintendent will also be taking the role of contact tracing should an occurrence happen where that contact tracing is required. As a regular staff of 8, this section does not really apply to us in general as we all have so many roles and responsibilities, they are forever changing and evolving.

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.]

For our English Learners, not only are we holding the small groups in the afternoons where English Learners have time with targeted instruction, our Instructional Aide also provides additional individual instruction under the supervision of her partner teacher for additional help with English Learners. For students with specific needs, we receive help from the Sutter County Superintendent of Schools Office with both a Resource Teacher and a school psychologist to assist with social-emotional needs. Both have regular day(s) at Meridian and are on call if we have a student with needs. For our one family that qualifies as “homeless” as they live in a trailer in a trailer park, they receive any support necessary including with food and help from our Resource teacher.

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

Description	Total Funds	Contributing
Purchase of leased hotspots for six months from Kajeet with unlimited data to cover the use for the necessary data time with full day instruction on a daily basis. This is available to all our families with specific need for our English Learners, Socioeconomically Disadvantaged, homeless and students with disabilities.	\$13,700	Y
Purchase of 10 extra Chromebooks to ensure we have enough should we enroll more students or if we have any Chromebooks that break due to unexpected circumstances or are not operating properly. This ensures no loss of time for any of our students.	\$2500	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Progress will be monitored through assessments (ELPAC Initial/Summative, STAR, embedded curricular assessments) and individual student/teacher engagement that we have used the last two years that have seen significant growth in student academic achievement.

A large factor in choosing the learning and instructional model we have was to have the students be comfortable in those assessments so we can accurately determine the level of loss for individual students that may have occurred between spring of 19/20 to the present.

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.]

Due to the implementation of a “regular” classroom model, we will be using what we have been using the last two years to gauge student learning loss and gaps. Progress will be monitored through assessments (ELPAC Initial/Summative, STAR, embedded curricular assessments) and individual student/teacher engagement that we have used the last two years that have seen significant growth in student academic achievement.

We will use these assessments to determine how we use the extra 90+ minutes per week of small group instruction to close the gaps and target the needs of the students who need those gaps closed due to learning loss.

We are also implementing the SIPPS program for our students who have had loss in reading and we are combining the mathematics programs in 3rd/4th and 6th/7th so we can revisit foundational skills in math so students can achieve on grade level as we progress through the year.

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.]

We will be using data through formative assessments to determine the effectiveness of Learning Loss strategies. We will also be using teacher observation and interaction along with the formative assessments to determine student progress.

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

Description	Total Funds	Contributing
Electronic options for assessment through the Collections program in the 6 th -8 th grade class.	\$1200	N
SIPPS Assessments	\$500	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The staff reviewed and discussed the elements of the Mental Health and Well Being for All section of the “Stronger Together” guidance from the California Department of Education. As an extremely small school, we have the ability to truly know all of our students very well and also their families. We are in constant contact and address those needs as well as possible online on a daily basis with honest discussions.

We also met with each family for a significant amount of time during our Orientation and materials delivery prior to the school year to see where our students and families are at an emotional level.

We have our county psychologist available for help and referral whenever something comes up. Due to our configuration, we tend to handle things on an individual basis with extremely small groups when we are in-person for social-emotional help. We will be using the county program for help with our middle school age students through drug/alcohol/tobacco prevention and decision making strategies that is offered later in the year whether in-person or virtual.

We also have made the school site available to students who have an emotional need to be at the site for distance learning. If this helps the social emotional well-being of the students, then this is specifically in the guidance for students at “higher risk”.

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.]

We are treating each day like we would if the students are in class as far as attendance. We communicated with our families that we would be calling for absences as usual on a daily basis. This will allow us to diagnose connectivity issues as well as reasons for absence. To this point, we have been very impressed with the high level of attendance.

Families that need communication in home language (Spanish is our only other language), we communicate in the language of preference for our families.

We communicate to families that if needed, the student may come to the site to access distance learning per allowance through communication with the local health officer and guidance from the California Department of Public Health.

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 entire site has been approved for the free/reduced lunch program. We have the food on a daily basis available for those who can come to the site. The day’s lunch and the next day’s breakfast are provided each day. For those students and families that are not able to come to

the site, we are delivering food to specific locations throughout our communities on Mondays and Thursdays. They will receive the equivalent to the breakfasts and lunches to take them through the week. We also use these deliveries for “folder exchange” so students can turn in work and receive any new materials. Until we were approved for school wide free/reduced lunch program, the school was providing these services throughout the spring and beginning of the school year.

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

Section	Description	Total Funds	Contributing
Cost of mileage of personal vehicle	Our Kitchen Manager uses her own vehicle for delivery and will be reimbursed for mileage	\$500	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
75.4%	\$21660

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.]

It has been the district’s approach to put our most at-risk, high need students first and foremost in our planning. Our district is high socioeconomically disadvantaged at about an 80% level and English Learners are at about 30%, however, our unidentified English Learners does not tell our whole story as we have a high percentage of our younger students who come to school in TK or Kindergarten who do not have previous experience in a school setting. So, although not EL’s in definition, they are in practice. Therefore, it is imperative that our planning focuses on this population.

These strategies are effective as we have seen our students participate in a much higher level than in the spring and given us the ability to reach every student on a daily basis. Had we not invested these funds in these areas, we would not be able to achieve this needed result. The curricular expenditures are on programs that have a spectacular track record of success in mitigating learning loss and closing gaps,

specifically in reading ability. The assessments, diagnostic and formative, that go with the SIPPS program as an example truly meet the expectations of targeting specific needs of each student. Our English Learners have greater access to vocabulary through the ancillary materials purchased through our core programs and ability to process English conversation and interaction by having consistent connectivity on a daily basis.

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

Without the actions taken by Meridian Elementary School District, we would be leaving behind a large percentage of our population would not be able to take part in the daily instruction and interaction necessary for their development both academically and especially social-emotionally. The hotspots, Chromebooks and full sets of all materials provided for our students and families ensures that NO student will be left wanting what others have. There are no gaps between our students in our school district and this is a direct result of the services we have added through these strategies.