



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
Indian Springs Elementary School District	Clark S Redfield Principal/Superintendent	credfield@indianspringsesd.org 530-337-6219

General Information

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

The Indian Springs School has been impacted by the current Covid-19 situation in the following ways.

1. We closed school to face to face instruction last March.
2. We are a small very rural school and distance learning is very difficult to accomplish.
3. Our student's respond best to face to face instruction.
4. Our students rely on our food service program for two meals a day during regular school days.

We have responded to our school and community needs by.

1. We have reopened the school to direct face to face teacher to student instruction starting in August. We are providing distance learning to one family that has requested this model because of individual health concerns.
2. We are actively working with communication providers and families to attempt to get WIFI connections for all students.
3. We are building our distance learning abilities with a more robust distance learning home work model. This will enable us to transition to full distance learning if we are forced to in the future.

4. We are providing a robust food service program that has been modified to meet the health guidelines. We provide meals for the students that have requested the distance learning model.

Currently all but one student has committed to face to face instruction.

Stakeholder Engagement

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

Because of our small rural school community a few individuals serve in many different stake holder roles. School Site Counsel, Board of Trustees and various liaison groups are made up of the same individuals. We have been communicating the effects and plans to deal with Covid-19 in all of these setting. The most consistent method of getting stakeholder information is through the principal meeting with parents and community members as they drop off or pick up their students from school. With a small staff we are able to get staff input through our regular daily contacts.

Student input has been gathered by talking with students directly as plans have evolved.

Bargaining units are made up by the small number of individual staff members in each of our two bargaining units. Both units have been consulted and working on MOUs that address these unique situations. Teachers/Support Staff and Union Representatives addressed: Sick leave, Family Medical Leave, safety protocols; and COVID exposure protocols were discussed at great length. Other items that were discussed were: The need to provide adequate PPE, provide technology and technology training, cleaning schedules, additional cleaning stations, distribution of Chromebooks to students, and training parents on how to use technology to access the online adopted curriculum.

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

Because of our rural setting and lack of reasonable connectivity we have not set up remote participation opportunities. We have the facilities to conduct meetings and maintain social distancing for all that wish to attend. We will be developing a ZOOM opportunity for our future Board Meetings.

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

During the period of time the school was closed stake holders repeatedly ask the school reopen for direct face to face instruction. All families that participated in the meals program were very appreciative of our efforts and asked that it continue if we have to go to full distance learning. There has been some feed back that the distance learning that was provided from March to June was not as robust as desired. Staff is developing and implementing a much more robust distance learning program for the few students currently on it, and for all, in the event we have to go to that model.

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

Opening school full time in August was directly a result of stakeholders input.

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.]

We are open to all students five days a week full days for direct instruction, with the following plan in place.

Indian Springs School will open on August 12, 2020 with a return to school for all students. All staff and students are required to wear face coverings combined with social distancing measures.

Classrooms with desks will be spaced with 6 feet minimum spacing.

Teachers will be spaced 6 feet from students during normal instruction.

Students will not be allowed to loiter in bathrooms.

Students will be required to maintain spacing in the cafeteria.

Students will not be allowed to congregate in close groups during the day.

Students will not be allowed to have personal contact (hug, shake hands, high five, etc.) or share personal belongings

Students will not be allowed to bring personal items from home (toys, stuffed animals etc)

No non-essential individuals will be allowed on campus.

Enhanced sanitization protocols to include, but not limited to, the following:

Face coverings required for all staff and students.

Custodial staff will use EPA approved sanitizer in all classrooms and surfaces on a nightly basis.

Custodial staff will engage in regular sanitizing during the day of “high touch point” areas as much as feasible.
 Hand sanitizer will be provided in all classrooms for staff and student use.
 Frequent hand washing will be encouraged for staff and students.
 Cafeterias will be sanitized daily and throughout the day as feasible.
 Classrooms should have as much fresh air as practicable, with open doors and windows when possible.
 Students will be provided individual use materials as much as possible, materials that must be shared will be sanitized between uses, and students will not be allowed to share personal belongings or food/drink.
 Enhanced health screenings and wellness checks to be performed by parents and school staff before school and during the school day. Staff should assess their own health and self- isolate if they are displaying symptoms or feeling ill.
 Health screenings and wellness checks to include, but not limited to, the following:
 Parents are encouraged to assess student’s health prior to attending school for the day and keep ill children home.
 Students will have their temperature checked upon arrival at school
 Staff will do frequent wellness checks with students, specifically assessing the following symptoms:
 o Fever o Cough o Shortness of breath or difficulty breathing o Chills o Repeated shaking with chills o Muscle or body aches o Headache o Sore throat o New loss of taste or smell
 Students or staff who are determined during the school day to have coronavirus symptoms will be isolated as soon as possible and, if applicable, parents will be contacted to remove the student from school.

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

Description	Total Funds	Contributing
Purchase of additional technology for staff Purchase addition student supplies to support social distancing in the classroom.	\$4,000	Yes
Purchase addition student supplies to support social distancing in the classroom.	\$2,000	Yes
Purchase additional PPE supplies and equipment.	\$2,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Indian Springs instructional staff is currently providing distance learning instruction to one family with one student. Staff will be requiring all students to participate in distance learning through home work assignments. This activity will allow staff and students to develop a stronger program for the possible full implementation of distance learning if that becomes necessary.

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.]

The district has purchased additional chromebook for each student to take home for the distance learning homework component. These devices will also be used if we have to go back to full school 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.]

Student progress in distance learning will be assessed weekly by amount and quality of work completed. Monthly assessment will be completed to insure students are advancing appropriately in the standards based curriculum

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff will be responsible for identifying professional development opportunities. The district will support suggested staff development financially. The primary source for our professional develop is through the Shasta County Office of Education.

Staff Roles and Responsibilities

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

We are operating at 95% face to face learning. There is little adjustment to meet the distance learning aspect of our instruction.

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.]

A special education teacher has been hired to work on a weekly basis with our few students with special needs. She will also provide support for our regular instructional staff to help the meet the needs of our special education students in the regular classroom.

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

Description	Total Funds	Contributing
Purchase of additional work stations for students, staff and parents as needed, to provide access to distance learning if we go that route. Purchase software and materials that support a distance learning model.	\$5,000	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 are assessed at the beginning of the year to determine a base line for individual student learning goals. The results of these assessments will provide the instructional staff information on any learning loss. The staff can then plan instruction for each student to address their learning needs.

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.]

With our excellent student to instructional staff ratios, unique needs because of learning loss can be addressed in the regular face to face instructional model.

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 monitoring how our students overcome the possible learning loss because of Covid.

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

Description	Total Funds	Contributing
Additional instructional materials specific to remediation will be purchased.	\$1,000	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.]

We know from experience and the science of learning and development that meaningful relationships are essential for students to grow as learners. We are best able to provide this social emotional connection through our daily interactions with our students in the face to face five days a week instructional program. With our small student population staff are able to discern when intervention may be appropriate and support students immediately. We also have Hill Country Clinic that provides mental health services for students that need it. Staff will facilitate Hill Country's involvement.

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.]

The one student currently on the distance learning program has demonstrated in the past that they will be fully engaged. In the future the district instructional staff will have contact with families directly via home visit, phone calls and emails to get students that are not engaged, reengaged.

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.]

Our full meal program is in operation every school day for students attending face to face instruction. Breakfast and lunch are served in the cafeteria where we social distance and conduct enhanced sanitation. The few students that are participating in distance learning are provided the opportunity to pick up breakfast and lunch daily.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
42.50%%	\$47,900

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.]

We do not have any Foster Youth enrolled in our district at this time.
 We do not have any Homeless Students enrolled in our district at this time.
 We do not have any English Learners enrolled in our district at this time.
 90% of our students qualify for free meals. Because of the significant percentage, all students are provided an outstanding education in our very rural community.

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

Services are being increased for our low income students within our direct face to face instructional model. Additional remediation and reinforcement instruction all take place in the regular classroom setting.