

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.]

Eureka Union School District (EUSD) began offering distance learning opportunities for all students, TK/K-8, at the start of school closure on March 16, 2020. The week prior to school closure, a team of teachers engaged in the process of developing learning resources to be delivered remotely, and focused on critical common core standards, ELA and Math, and Next Generation Science Standards. A distance learning website was developed that housed all resources, and all families were immediately informed that these resources were available on Day 1 of school closure in multiple ways such as districtwide communication, individual teacher emails and social media. For students in grades TK/K-2, learning resources were provided through printed learning packets, available for parent pick up, delivery, and for parents who were unavailable, packets were mailed. At grades 3-8, teachers connected with students for daily check-ins, using Zoom or Google Meets. Instruction was delivered via Google classroom. Intensified professional development opportunities were offered, starting Week 1 in March, at the frequency of 2-3 times a week, using internal teacher expertise. These professional development opportunities were widely successful, and targeted technology competencies in Zoom, Google Meet, Google Classroom, Google Slides, Screencastify, etc. These workshops were delivered via Zoom, and differentiated to address teachers’ level of technology proficiency. Our efforts to successfully prepare for instructional resources once school was closed was noticed and cited in a [Sacramento Bee article](#). At the TK-5 grade level, instruction was primarily focused on ELA and Math, with Science and History/Social Science integrated. At 6-8 grade level, teachers delivered instruction for all content areas (ELA, Math, Science, and History/Social Science). Additionally, Spanish Enrichment Lessons were delivered at the elementary school sites so language proficiency in Spanish is not lost. At the junior high schools, Spanish and Music/Band teachers also delivered instruction.

To address impacts from the COVID-19 pandemic on the district and community, data and engaging stakeholders was conducted through surveys and meetings such as town halls and Board meetings. The School Opening Task Force (SOTF) composed of board members, cabinet, principals, teachers, physicians, nurses, and parents began meeting in May 2020 to discuss the current health conditions and options for in-person instruction and remote learning. There were common themes that became evident. Though daycare became an option in April for essential workers, for parents in the workforce who were not considered essential workers, there was an impact on families in supporting learning at home with work requirements. This particularly affected students who are SED (socio-economically disadvantaged students) foster youth, and ELs (English Learners). Though every student who needed a Chromebook and/or internet received the technology last spring, the newness to implementing the Zoom or Google Meets platform was inconsistent.

On July 31, the governing board of trustees took action to implement distance learning for the first trimester of the school year based on the county being on the state “watchlist” which prevented school from opening to in-person instruction. In preparing for the new school year, professional development (additional day added) was provided to calibrate staff on delivering instruction remotely. Parent workshops were provided via Zoom to give parents strategies for preparing for distance learning in the home setting. To ensure families had the tools to implement distance learning from their homes an outreach effort of district support staff (e.g. counselors, nurses) was deployed to assist families in need with strategies for implementing distance learning at home, providing a Chromebook and/or Wifi hotspot, etc.

Stakeholder Engagement

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

To address impacts from the COVID-19 pandemic on the district and community, data and engaging stakeholders was conducted through surveys and meetings such as town halls and Board meetings. In addition, the School Opening Task Force (SOTF) developed a five-tier matrix in implementing the format of instruction (in-person instruction, remote learning or a combination) based on county health conditions. The SOTF presented at Board meetings for public input. Board meetings provided an opportunity to collect feedback from the public and responded accordingly. On May 19, 2020, the district conducted a meeting, inviting all EL families. These additional supports were discussed and parent input was solicited. All site and cabinet leaders were present, along with the intervention teachers who support all K-6 sites. A parent workshop was also held for families to look into these resources. In May and September, meetings were held with the parent teacher club presidents to gather input to support schools. Utilizing the Eureka Schools Foundation as another stakeholder group for gathering feedback was useful. Frequent meetings with employee bargaining groups, such as the Eureka Union Teaches Association and the Eureka Union Classified Organization, occurred throughout the spring and summer. A memorandum of understanding to address the various instructional formats (remote, hybrid or full in-person instruction) was agreed upon with the teachers association in August. Surveys have been sent to stakeholders to gather input with a focus on technology needs, instructional components to carry out instruction, and socioemotional support.

The District English Language Advisory Council provided feedback in the development of the LCP via a Zoom meeting last May 19, 2020. The Presidents Council (which serves as EUSD’s parent advisory committee) was also consulted in the development of the LCP. Both groups did not have the opportunity to review the completed LCP until public hearing. Meetings will be held with our Presidents’ Council and EL Parent Advisory Group to continue consultation with the approved LCP in the month of November.

EUSD conducted several town hall meetings and LCP surveys to provide opportunities for parents/families to submit comments about the budget and actions and services in the LCP.

To gather feedback from our students, we will administer a survey for Grades 3-8 to determine the quality of their learning experience with Eureka Virtual Academy and Distance Learning at the end of Trimester I. This data will be disaggregated and utilized to improve our instructional delivery model.

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

Board meetings began using the Zoom platform upon school being closed in March. EUSD purchased the Zoom license for greater security and to allow for large public viewing in which participation ranged from 100 to 500 attendees. In addition, the Board meetings were recorded and emailed after each Board meeting.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and input. A survey sent to parents was distributed on September 3 which emerged the following trends to assess distance learning after the first three weeks of school under distance learning with 47% pleased with distance learning, 29% satisfied and 24% dissatisfied. Feedback for top challenges are insufficient time for direct instruction, technology, and parents not available to supervise. For socioemotional challenges, social isolation, lack of motivation, loneliness and anxiety were at the top. Feedback showed the community is pleased with the timeliness and usefulness of the communication with 87% pleased. In addition, feedback from parent workshops, town halls for staff and parents, and Board meetings provided additional feedback to the process which did present a mixed perspective (close school versus open school) as the public has varying viewpoints of COVID and its impact on schools.

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

The School Opening Task Force (SOTF) made of twenty-five representing several stakeholders was critical in preparing for the 2020/2021 school year. The SOTF collected stakeholder feedback and reviewed research and studies on instruction during a pandemic. Using this information, this led to the development of a five tier matrix and a School Reopening Guide which was approved by the Board to address the various stages based on the impact of COVID in the community. The feedback from parents from numerous surveys and town hall meetings that the district has conducted were also considered in the development of this plan, including feedback on how we can best support positive whole child outcomes in a remote teaching and learning structure. A website, called Summer Learning and Thriving, was launched for resources for English Language Development as well as resources to address learning loss for the summer. The September survey to stakeholders provided the district with data and feedback for the three first weeks of school to analyze the successes for distance learning and the lessons learned and challenges so resources are assigned accordingly. As strong technology is critical for the success of distance learning, EUSD purchased 1000 additional Chromebooks to ensure every student receives a digital learning device. In addition, nearly 100 hotspots were provided to ensure internet access. Further professional development will be implemented to refine distance learning. The feedback gathered from stakeholders has been critical in developing our professional development activities for teachers, support staff, families and students that took place this summer as well as planning for training throughout the school year. Each Wednesday in the afternoon, the district provides professional development for staff.

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.]

Eureka Union School District, following state and county (Placer) guidance, was not allowed to open for on-campus instruction as the whole county was on the monitoring list. The Board voted to engage DL (distance learning) for the entire Trimester 1 to allow for greater consistency in instructional routines or procedures, and to give educators time to plan for robust DL instruction. If the county allows for on-campus instruction, the board will approve a reopening model that will ensure the safe return of students and staff on campus. The School Opening Task Force (SOTF) will provide guidance to the district's board on what school opening model/s to adopt. Additionally, the district has plans to implement micro-classrooms, starting with Special Education students and including bringing small groups of students for assessments (initial ELPAC).

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

Description	Total Funds	Contributing
Training for Employees	\$5,000	N
Protective Gear	\$329,000	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.]

When schools had to close abruptly in mid-March, EUSD was one of the few districts ready for distance learning on Day 1 of school closure. EUSD engaged the following actions:

1. Curriculum leads for all grade levels and core content areas were called for planning and collaboration so that students receive instruction on Day 1.
2. Professional development and frequent site administration and teacher check ins were implemented.
3. A website portal for parents and teachers was created.
4. A plan for distributing classroom materials and devices was created and implemented even before the first day of school closure and continuing during the first week.

As stated in prior section/s, to assist families with challenges to access to distance education, the district invested in Chromebooks and WiFi hotspots. These were available for pick-up and home deliveries were also made if families were unavailable. Textbooks and other classroom materials (e.g. math manipulatives, school supplies) were also made available for pick up and delivered to families' homes if needed. Communication was tight for families regarding continuity of instruction through a distance learning format. This was accomplished

through emails sent at the district, site, and classroom levels. Phone calls to families were made and if translation was deemed necessary for families, Language Help Line was utilized.

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 invested in a 1:1 initiative and there is a sufficient number of devices (Chromebooks) for Grades 2 to 8. Loaners are available for grades TK-1 if families indicate a need. The district is currently waiting on delivery of Chromebooks to achieve its goal of 1:1.

Regarding access to WiFi, the district invested in a set of hotspots for families needing access to WiFi or having bandwidth issues. Priority was given to families of SED (socio-economically disadvantaged students), English Learners, and Foster/Homeless.

Parent workshops on how to navigate Zoom and Google Classroom were provided so parents do not only have access to devices but also have the knowledge and skills required to navigate the main apps/programs EUSD educators are using. These webinars were recorded and uploaded on a parent support website for distance learning, along with links to videos on strategies on how to support their students at home.

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.]

Teachers utilize Zoom and/or Google Meet for delivering direct, synchronous instruction. In some cases, Zoom chat is used for logging attendance to these sessions. Google Classroom is used by all teachers to deliver/push out asynchronous instruction or learning tasks for students. These learning tasks are aligned to a time value that teachers determine. Engagement with the tasks are tracked via submission of assignments. Since students use their Google accounts, EUSD's IT department can track the engagement of students with instructional content by running daily reports of logins.

Teachers monitor the progress of students via submission and participation in tasks delivered synchronously and asynchronously. They will also track progress to mastery of the content standards in their subject areas via Google Classroom.

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.]

A multitude of professional development opportunities have been provided to all EUSD educators, including paraeducators with instructional roles and substitute teachers. For teachers, professional development were focused on the following topics:

1. Increasing Technology Competence
2. Awareness of Tech Tools that will Improve Student Engagement in Distance Learning

3. Addressing COVID Learning Loss: What Research Tells Us
4. Addressing Equity Issues in Distance Learning
5. Privacy and Student Right Issues in Distance Learning

Teachers had access to professional development opportunities two weeks prior to school opening. Additionally, the distance learning schedule allows teachers to plan and collaborate and engage in site-based and/or district-provided professional development opportunities every Wednesday (the whole day is devoted to asynchronous learning except for a 30-minute check in in the morning). The district thoughtfully provided this day for planning recognizing that the delivery of rigorous, high-quality instruction requires a lengthier planning and collaboration time. EUSD has also made available several professional learning opportunities for counselors and teachers: Google Certification, California Mental Wellness Conference, workshops from Placer County Office of Education, and Sacramento County Office of Education. EUSD has also offered its subs free training on Zoom and Google Classroom.

Staff Roles and Responsibilities

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

With \$4 million in budget reductions at the end of the 2019-2020 school year, and demands with COVID and Distance Learning, difficult decisions were made for reductions of staffing. However, with the passage of SB98, transportation, nutrition services, and custodial staff were not allowed to be reduced during COVID-19. Due to this, and the lack of work for transportation staff, we repurposed our transportation staff to support technology distribution, set up, inventory of PPE, office support, copying needs for Distance Learning packets for younger students or those without technology needs, food delivery, and other tasks our drivers could support across the District. Many other classified staff classifications were reduced or eliminated. Additionally, due to the amount of reductions required for our budget needs, and the lack of work due to distance learning, all staff across the District has had some amount of impact and slight shifts in their roles and responsibilities. The word “normal” has shifted to the word “flexible”.

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.]

Site principals, with the help of counselors, identified students who had not yet attended school after the first two days. Counselors teamed together and completed home visits to families across the region, including families outside of the district boundaries whose students were enrolled in the District. Counselors brought with them chromebooks, hot spots, school supplies, student textbooks, food vouchers, and lunch applications, completing needs assessments with each family. Many families received several home visits for follow up supports. During these visits, counselors identified families who were experiencing homelessness and provided referrals within the community for additional resources. Special education staff completed outreach activities the first two weeks of school to all families of students who receive special education services. Staff have worked with families to develop individualized distant learning plans which capture the specialized supports and resources available to each student. Staff will continue their outreach monthly to check in with families.

Site principals, with the help of intervention teachers (if available), conducted an audit of English Learners who have not engaged with distance learning after 1 week of class. Dedicated phone calls were made using the language helpline to connect with families and offer support. As explained in the 'Access to Devices and Connectivity' section, EL, SpEd and Foster/Homeless families were prioritized in the distribution of resources such as devices (Chromebook and Hotspots). School supplies were also distributed for pick up for families who have problems procuring these supplies (indicated by parents/guardians in a survey).

The district has a plan for continuously monitoring engagement of our families from these subgroups. This plan includes Town Hall meetings, outreach efforts that may include home visits, and frequent emails and phone calls to check in with these families. For families of English Learners, translations of important communication documents are made available. EUSD has contracted with Excel Translation Services for in-person and virtual live interpretations for families and students. Additionally, the district is planning to contract with a third party ([Rev](#)) to provide closed captioning services with translation functions for Zoom virtual sessions.

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

Description	Total Funds	Contributing
Technology and software for students and staff	\$326,466	Y
Professional Development for Teachers	\$67,500	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.]

In addition to providing professional development opportunities for teachers focused on how to address equity in distance learning opportunity and how to address COVID learning loss based on research (NWEA, 2020; TNTP, 2020), EUSD committed to engaging the following steps when our schools opened for remote teaching and learning:

1. EUSD recommended that all educators focus on building connectedness and addressing social isolation trauma for the first two weeks.
2. Accelerating learning, vs. remediation, was recommended. Teachers were advised to teach grade level content and address gaps as they manifest.
3. Formal diagnostic assessments were postponed, instead teachers were advised to focus on formative assessments woven into instruction.

In late September, teachers will implement more formal diagnostic assessments for reading and mathematics. In the elementary grades, tests that are valid for remote administration were selected (e.g. BPST-IV, SRI, Reading Wonders Diagnostic and Placement Tests). The use of interim assessment blocks, part of the California Assessment of Student Academic Performance and Progress (CAASPP), may be used as

interim benchmarks to determine progress on grade level content. Additionally, teachers will use assessments integrated within their curriculum as both formative and summative assessments.

The schedule designed for distance learning provides multiple opportunities for teachers to pull small groups for more targeted intervention support. This schedule was also designed to allow for micro-classrooms (in-person small group instruction), if allowed.

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.]

As discussed in prior sections, home visits were conducted to connect with disengaged pupils and address any barriers to learning. Workshops have also been provided to families and a tech helpline was made available for both parents/guardians and pupils. Teachers were provided access to language translation via a contract with Excel Language Services. Intervention teachers were mobilized to make dedicated phone calls to SED (socio-economically disadvantaged students) and ELLs (English Language Learners). The district also purchased software and applications to supplement curriculum to make distance learning instruction more robust. For example, to help promote vocabulary acquisition and mitigate COVID learning loss, the district invested in Flocabulary (a music-based vocabulary program), Screencastify, and Kami (to enhance teaching by providing teachers and students with the tool to annotate texts).

Teachers continue to participate in learning opportunities offered by EUSD 1-2 times a week, focused on best practices for distance learning. Eureka's Leadership Team is also learning together via a Book Study using Hattie et al.'s (2020) *Distance Learning Playbook*.

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.]

Progress monitoring will be evaluated qualitatively and quantitatively. Site leaders and teachers were provided with a self-reflection tool on assessing effectiveness of instruction during distance learning aligned to Hattie et al.'s (2020) *Distance Learning Playbook*. The district plans to use district assessments in K-2 for Mathematics, PALS ([Phonological Awareness Literacy Screening](#)) Quick Checks for K-2 foundational skills, IABs ([Interim Assessment Blocks](#) from California) for monitoring student performance and progress in 3rd to 8th grade ELA and Math, and curriculum-based assessments in Science.

Parent surveys will be conducted regularly to determine parent perceptions about the quality of instruction being delivered. The last survey conducted revealed that 45% of parents rated the quality of DL (Distance Learning) as Good/Excellent, while 23.5% rated the DL experience for their students as poor/not good. Reasons provided for the latter include issues about technology, attention span of kids, and challenges families with working adults face with supporting their own students in DL.

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

Description	Total Funds	Contributing
Professional Development for Teachers	\$180,000	Y
Software and Instructional Materials	\$50,000	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 Eureka Union School District will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, stall wellness, classroom strategies), Tier 2 and Tier 3 (Early and targeted intervention for students/staff) supports. Those include: implementation of social emotional learning (Toolbox, Character Counts, In Focus, Teen Depression, Site Based Programs), mental health support through counselors and school psychologists, virtual services and the implementation of a referral process for students/staff to address trauma and impacts of COVID-19. Additionally, EUSD organizes workshops that focus on helping parents help their children acquire SEL (socio-emotional learning) competencies, including collaboration with a local organization, Wellness Together.

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 is not engaging in instruction and is at risk of learning loss.]

Making sure students are engaged in access to their education through distance learning is critical. EUSD developed a Distance Learning [Attendance Plan for 2020-2021](#) . The plan includes a strategic tiered approach for re-engaging students and families to our schools and the distance learning instructional format. It is important to note, this plan does not include all possible strategies, but instead a starting point from which to consider options that may be of support to the differing needs of the families we serve. In addition, a full outreach effort occurred with school counselors and support staff in the first weeks of school, including home visits, delivering of hotspots or personal devices, school supplies, etc.

Families whose primary language was other than English received phone calls and communications in their primary language to ensure that language proficiency is not a barrier. When meetings with parents are scheduled and implemented, an interpreter is made available when

needed. EUSD has contracted with Excel Interpretation and Translation Services to ensure that all of the languages that families represent are included and provided services. For communication, EUSD uses Google Translate and Language Helpline.

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.]

Meals are provided daily at multiple locations. In addition, school sites reached out to families who may be in need of delivery. Deliveries are made to families who may have difficulty accessing meals.

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

Section	Description	Total Funds	Contributing
N/A		[\$ 0.00]	[Y/N]
N/A		[\$ 0.00]	[Y/N]

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

Percentage to Increase or Improve Services	Description
3.40%	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students \$900,642

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Our Title 1 schools are participating in the Targeted Assistance Program. At these sites, full time intervention teachers provide focused support to struggling or academically at-risk learners from our EL, SED and FY/H (Foster Youth/Homeless) populations. Approximately $\frac{2}{3}$ of the salaries of these certificated teachers are funded through supplemental funding.

Supplemental funding is also used for PD for our GenEd teachers, dedicated to addressing the academic and socio-emotional needs of our EL, SED, and FY/H students. PDs for all teachers were provided on: Addressing Learning Loss (with emphasis on strategies for those most at risk - EL, LI and FY/H) and Best Practices for Teaching ELs in Distance Learning. Additionally, special programs and apps are purchased to provide more support for our instructors who have clusters of these subgroups. Examples of these programs are: Flocabulary (for its vocabulary programs) and Fluency Tutor (a reading program that has built in translations and picture dictionaries). Home visits (for EL, SED and FY/H) conducted by teams of administrators, counselors and/or teachers are also funded by supplemental funds.

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

EUSD provides the following increased and improved services to our subgroups. Three intervention teachers (and a fourth bilingual paraeducator will be hired soon) will provide targeted support (via push in and pull out Zoom interactions) for students who are EL, LI and FY/H who are academically at-risk, as identified by diagnostic tests in ELA and Math. Additionally, as stated in earlier sections, teachers and counselors are conducting check ins via home visits and Zoom, after school and before school, to determine/assess needs of students and support learning. At the JHS, teachers will be conducting microclasses (bringing back small groups of students to campus) for EL, LI and FY/H students who need academic support, starting October 19, for all core content areas.