

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
Laurel Tree Charter School	Brenda Sutter – Lead Teacher	Laureltree_lc@yahoo.com (707) 822-5626

General Information

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

Laurel Tree Charter School shut down in-person learning on Friday, March 13th. Starting on Monday, March 16th we began distance learning with all of our students. Our students missed out on three months of on-site learning, graduations, end-of-year trips, and end-of-year assessments. Families were thrown into emergency situations around childcare and suddenly had to support student learning in addition to working their own jobs.

Our school provided weekly packets and online instruction to all families. Middle and high school students had daily online classes. Each student had a point-of-contact teacher as their main connection. We provided five lunches a week to any family that requested it. IEP students had additional staff check-ins and supports that were documented by our team. Speech was delivered on-line. Our school psych tech. and our RSP teacher checked in with families where students were not regularly attending class on-line or turning in work. We provided computers to any family that needed them.

Stakeholder Engagement

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

Parents have been kept informed via our weekly newsletter. We are in regular contact with them via email through JupiterEd. Parent surveys were sent out on March 18th to quickly assess our initial efforts in Distance Learning and to see what needs people had. We got thirty-five responses. On April 14th we did another quick check in to see how things were going and what people were planning for the next school year. We got sixty-three responses. In both cases, we used the responses to modify and improve what we were doing. Parents asked for more standardization of classroom instructions and all class assignments in one place. We developed a cover page for weekly assignments that all teachers used in response. On August 1st we surveyed parents about their level of comfort around having students return to school, which of our programs they were most interested in, and what they were most concerned about. Seventy-nine families replied to this survey. 26% of families indicated they were “worried” about returning to school, 25% were very worried, 19% were extremely worried. 65% indicated that they had a job that would allow them to work from home if we had to go to distance learning, 19% could not, and 17% felt they might be able to. Some families told us

that they would only be allowed to work from home by their employers if we ONLY provided distance learning as an option. 65% of families chose returning to in-person classes as their preferred option. 21% indicated that they preferred distance learning, and 19% wanted some other option.

Twenty-five parents attended the Board Meeting on August 4th to give input. Parents also regularly call or email the Lead Teacher to discuss their concerns. Those concerns helped shape the options we provided to the Board. The Board chose the Orange Level on our chart – on-day a week of on campus learning with distance learning the other days, for the first month. The Board will meet to re-evaluate on September 22nd.

A survey completed by fifty-one families the week of September 15th, shows the following:

We are only comfortable doing distance learning - 6%

We are comfortable with the current one day a week on-site 22%

We would be comfortable with increasing to two days a week on-site 33%

We would be comfortable with increasing to three or more days a week on-site 39%

Staff counted students only participating in distance learning and found it to be 18% (30 students).

At the September 22nd Board Meeting, letters from five parents were presented encouraging the Board to open more days. The Board requested a survey and a list of concerns from the staff to better understand why the staff was recommending only one day a week. The survey and concerns were done and sent to the Board. The Board will reconvene on September 29th to vote on this issue.

After further research and consultation with local health officials, the staff is putting forth a recommendation that uses the r-effective number and the Humboldt County Covid-19 level as indicators for how many days the school should be open.

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

All meetings are done through Zoom. The public is invited to ask questions or give input to each topic that the Board is discussing.

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

Staff met the day before to help inform the recommendation that would go to the board. At that time (August 3rd) the recommendation was going to be Green Level on-site learning for K-5, and a half-day hybrid program for middle and high school students. The staff expressed concerns about the rising number of cases in our county and the lack of testing available. We modified our recommendation to the Board to the Orange Level – one day on site.

Parent input in the form of surveys showed a strong desire to be in school at least one day a week and to have less computer based, more hands-on learning available to students. Teachers are designing their distance learning lessons to reflect that. We are doing daily check-ins with students on line, weekly in-person meetings, and a strong focus on outdoor and hands-on activities for the distance learning.

Parent input in the form of letters and discussion at Board Meetings was also considered.

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

Specific stakeholder input from parents and teachers was considered in determining how many days we should provide on-site learning. Teachers also had regular discussions with older students to gauge their feelings about what was happening and what their preferences were.

Teacher input was influential in determining policies around how money was spent, how student work should be tracked, and what supports should be put in place for students. Safety measures are also regularly discussed. Teachers meet each Friday to set policy and to assess how current policy and procedures are working.

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.]

Laurel Tree Charter School is starting the year with one-day-a-week classroom-based instruction for all students, in an outdoor classroom. In addition to this, our SPED program is reaching out to all students with IEP's to offer more on-site instruction in a small group or one-on-one setting for an additional session each week.

We will move to more days of on-site instruction using criteria recommended by our Admin Team and approved by the Board.

While the actions related to in-person offerings were taken to benefit all our students, the purchase of rain jackets so that all students have access to outdoor classes regardless of income level, and the increased support of mental health professionals we felt were especially critical for our students with unique needs.

Ten of our teachers are being certified as Forest School practitioners through the University of San Diego. We feel that Forest School is the perfect vehicle to meet the mental, emotional, and physical health needs of students during this pandemic.

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
2. Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
3. Forest School uses a range of learner-centered processes to create a community for being, development and learning.

4. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
5. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
6. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

--

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

Description	Total Funds	Contributing
Building or purchasing outdoor shelters so that we can hold classes outside.	\$ 10,000	N
Purchasing rain jackets for students so that all students can be outside for class throughout the winter.	\$ 20,000	Y
Lease of off-site locations so we have enough space outside to safely distance	\$4,000	N
Building Hand washing stations	\$500	N
Purchase of Outdoor Curriculum	\$3000	N
Purchase of cleaning supplies	\$1500	N
Purchase of PPE	\$2000	N
Increase Certificated Staff to cover small cohort size	\$24,600	Y
Increase Classified Staff: making sure we have one aftercare aide per cohort so there is no mixing between cohorts, increasing kitchen manager time to cover increased cleaning and new serving requirements, increase janitorial staff to add mid-day cleaning	\$31,508	N
Hiring additional aides in order to provide one aide per cohort.	\$20,800	Y
Increasing hours from .3 to .5 for both School Psychologist and Speech Pathologist in order to provide more social/emotional support for students.	\$30,000	Y

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.]

We are starting the year with distance learning and one day a week of on-site instruction. For distance learning we have daily online check-ins with all students, supports in place for additional check ins with IEP students, and follow up for any student not attending or not turning in work. Our on-site days are three to four hours a day, depending on grade level. These allow us to teach safety protocols for being together and to adjust and improve those safety protocols between meetings.

We hope to move to more days of on-site instruction, but will always offer distance learning as an alternative for families that want it, for students that need to quarantine, and for times when a cohort may need to shut down due to a case of Covid-19. By starting with both systems in place, it allows us to move easily back and forth between the two as needed.

We have developed a set of criteria using the r-effective rate and Humboldt County's Covid-19 Level to determine when we should be on-site and when we will move to distance learning. The Admin Team and the Board will vote to approve this set of criteria.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

We have provided chrome books to all students who need them. We have 70 chrome books checked out to students at this time. We have purchased 5 hotspots to help with internet for students who need that.

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.]

Primary (K-5): These cohorts of 12-15 students have on-line meetings with their teachers on four days and on-site for one day, each week.

During online meetings teachers introduce assignments, provide social/emotional connections for their students, and communicate with parents. Aides may also meet with small groups or provide story/activity times online. Staff provides between one to two hours a day of live contact. In addition, we are in daily contact with parents and push assignments through See Saw and Google Classroom. Both these platforms allow us to send, receive, and assess student work.

Teachers keep a weekly log that tracks daily attendance in online or on-site classes, whether work assigned is being done, and parent contact to follow up when students are not attending or not completing work. Students marked absent for more than three days receive a phone call, documentation of attempts to help them catch up or of additional services provided. If these are ineffective they are referred to the administrator for a parent meeting and follow up by our school psychologist or psych tech.

These logs also show the time value of pupil work assigned and the amount of time students are with a teacher or aide.

Middle School and Secondary (6-12): These cohorts of 10-12 students have on-line meetings with their teachers three days a week, one day of on-site, and one day of independent projects. Onsite days are four hours long.

Teachers are online with students for an hour each day and students have three hours worth of work to do on their own. Teachers are available for an additional hour during their afternoon office hours. The SPED staff, teachers, and aides work together to provide additional supports for students with IEPs both on-line and onsite. These additional supports are tracked to make sure we are meeting IEP services.

Teachers use Google Classroom to assign and receive student work. Teachers use JupiterEd to record if students were present in person or turned in work. Students who did neither are marked absent.

Students marked absent for more than three days receive a phone call, documentation of attempts to help them catch up or of additional services provided. If these are ineffective they are referred to the administrator for a parent meeting and follow up by our school psychologist of psych tech.

Teachers assign a time value of four hours per day for middle school and five or six for high school (Art and PE). This is recorded on 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.]

Our two staff tech support teachers, Josh Nikolauson and Colby Dobson, help teachers set up and trouble shoot Google Classroom, SeeSaw, Google Meet, and Zoom – all platforms used by our teachers.

Staff Roles and Responsibilities

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

Staff is having to take on the dual roles of on-line and onsite education. The increased attention around safety while we're onsite and the increase in paperwork/explanation/long-distance support for students and families for distance learning is feeling really unsustainable. The staff is very stressed and frankly, exhausted.

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.]

The staff is documenting extra support for pupils with unique needs. This support includes extra onsite meeting time one-on-one or small group, increased meeting times with the school psychologist, extra online meetings with students for academic support, increased contact with parents to help them help their student, and providing free food and use of computers.

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

Description	Total Funds	Contributing
Purchase of Chromebooks for distance learning and other tech (overhead cameras, go pro, scanners, hotspots) that allow our teachers to connect to students and deliver curriculum on-line	\$16,000	Y
Purchase of book sets and art supplies to send home	\$5,000	N

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.]

Our first priority this year is the health (mental, emotional, and physical) of our students and staff. This is our focus. Beyond that, the measurement of student’s abilities against a set of institutional norms is perhaps one of the things that we can move away from during this opportunity for change. How will we measure that students are learning? I’d like to see us continue to develop our tracking of individual student growth based on observation and use of rubrics.

We currently have students on-site one day a week. Our focus for that day is not academic assessment. We need that day to play, develop health and safety procedures, build relationships, and meet students social and emotional needs. When we have students at school for more days, the staff will resume using our assessment systems to track academic skills acquisition. The primary team is using the CoreGrowth program to track progress for skills acquisition in the primary grades. IEP goals track progress for students with special needs. Middle school and high school teachers use JupiterEd to track assignment completion. We will use the NWEA test paired with Edmentum Exact Path to provide targeted support for skills acquisition in middle and high school.

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.]

Teachers meet weekly to discuss concerns about individual students and to provide additional supports

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.]

That we bring our staff and students through this year alive and well.

NWEA individual testing improvement, CoreGrowth individual improvement, Edmentum skills acquisition, meeting IEP goals.

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

Description	Total Funds	Contributing
NWEA Testing	3,000	Y
Edmentum	1,900	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.]

We have increased our School Psychologist position from .3 to .5 in addition to a full-time Psych Tech. We are providing a ratio of two adults for every twelve students in primary, and one adult for every twelve students in middle and high school in order to provide strong relationships and close connections between school and family. We are focusing on mindfulness and being outdoors as ways to help students manage stress. We are adopting and implementing a new youth suicide prevention program.

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.]

All teaching staff have office hours and they regularly reach out to parents in their cohort to engage with and provide support for families. A weekly Monday Note goes out to parents with information and updates. JupiterEd provides online grade information, surveys, and email contact between families and staff. Google Classroom and SeeSaw provide access to curriculum and assignments.

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.]

We are providing free meals for students on the day that they are on-site. We are providing additional food to families who need it.

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
10.11%	\$109,896

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.]

1. Actions being provided to the entire school also meet the needs of foster youth, English learners, and low-income students. These needs were considered first. It is our policy to build systems that meet the needs of our students with unique needs first because then all can benefit from the increased levels of service. In particular those students and all our students will benefit from smaller class sizes, and an increase in focus on relationships, and participating in a Forest School model.
2. The benefits of Forest School to allow different ways of learning, increase learner engagement, and help students learn to self regulate are good for all, but essential for students with special needs. Learning mindfulness, increasing physical activity, the calming effect of being outside and the increased safety of being outside during a pandemic are good for all, but especially critical for students who are struggling.

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

English learners benefit from the hands-on aspect of Forest School and the opportunity to work collaboratively with peers and the environment for language acquisition.

Foster youth benefit from the sense of community and the resilience developed in Forest School. Low-income students benefit from the learner-centered processes and the ability to become confident, independent and creative learners. By making sure that all our students with unique needs have access to a program that is traditionally for people of privilege, we foster inclusivity and equality of opportunity. By purchasing both raingear and chromebooks we are making sure that all our students have access to our programs both online and on-site. By increasing our mental health supports and decreasing our class sizes, we make sure that we can meet individual needs for all students.

