

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.]

When the two counties that our students reside declared the mandate to Shelter in Place back in March 2020, the Arena School Staff had only three days to prepare for distance learning. Some of our families had existing resources such as reliable Internet service and computers at home that made the transition to distance learning relatively easy. However, many of our families lacked these resources, which made accessing the instructional materials difficult. We employed a number of strategies to ensure students continue to learn that included using video conferencing platforms - Zoom and Google Meet to continue instruction, provided instructional packets on a weekly basis for families with limited or no Internet access, and communicated with families about what was happening via OneCallNow, Facebook posts, and teachers with para-educators calling families to offer support. We formed an Outreach Team that met several times a week to follow up on reports of students missing instruction, having emotional difficulties or experiencing food insecurity. Arena also partnered with several community organizations including Action Network, the Mendonoma Health Alliance and EduAct to coordinate our efforts at outreach and to provide services.

Our children who have IEPs, particularly in the moderate to severe category faced additional challenges with distance learning. The Special Ed staff, including teachers and para-educators, reached out in multiple ways to connect with their students including using Facetime or calling individual students to provide services. The SpEd staff worked closely with classroom teachers to modify and supplement educational materials for our mild to moderate population. For Speech and Language services, we had already been using Presence Learning since we have not been able to hire a SLP locally. For families with Internet, the SLP services continued with little or no disruption. For those families that lacked Internet, we worked with local agencies to assist in getting internet as well as provided Wi-Fi hotspots when that strategy worked.

Stakeholder Engagement

Special Board Meeting Packet September 23, 2020

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

During SIP, Arena used a number of methods to solicit stakeholder feedback including using the Zoom platform for Site Council Meetings and used two polls to find out parent & guardian concerns about safety and their ideas on distance learning. In addition, parents participated in greater numbers during the Zoom school board meetings than when we met in person. The district also held a DELAC meeting to find out specifically the needs of our English Language Learners.

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

All school meetings after March 2020, were conducted using the Zoom video conferencing platform to ensure safety. Attendance at the school board meetings have increased, probably due to the relative ease in attending via Zoom versus driving long distances to get to the board meetings.

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

What we learned from our community meetings is that not all groups experienced the same amount of hardship when we implemented distance learning. Spanish speaking parents had much more difficulty accessing the online classes both due to language barriers but also due to a lack of existing Internet services to their homes.

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

When exploring options for students to return to school, parents overwhelmingly wanted distance learning versus either a hybrid model or attempting to have classes in person. While most parents questioned whether their children were learning as much as in person instruction, they felt the safest form of instruction was distance learning. Our parents know well the size of the classrooms as well as the overall dimensions of the school because many of them attended school here and are frequently on campus. They did not think we could implement in person learning with the current regulations to prevent the spread of COVID-19.

Based on the feedback from our Spanish Speaking parents and guardians, the school set up a designated phone line for Spanish speakers to call for help. The Spanish speakers on our staff coordinated their responses to the community to provide support. Our ELD teacher visits families who need help with accessing Google classroom and Zoom classes.