

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 pandemic caused the closure of schools, Round Valley Joint Elementary immediately planned for the continuing education of its students. Teachers prepared paper packets for a three week period that went home with the students on their last attendance day so that they had materials to continue their learning. The packets included curriculum material in four content areas and included some extracurricular materials to help with engagement. We made arrangements for families to pick up computers the following week so that we could incorporate distance learning over time. We instituted a weekly packet delivery and retrieval system utilizing our bus routes. We did remain off campus for the remainder of the school year. Because there was a Stay at Home order across the state, working parents were at home to support their children - childcare was not a tremendous issue unless the parent was an essential worker.

Stakeholder Engagement

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

Stakeholders are addressed via parent and staff surveys that were directed at specific logistics or were focused on particular family issues/concerns. For example, one survey specifically asked what internet service the family utilized, whether it was adequate for student access, whether they thought they could sustain the service, if they needed a school computer or would prefer to use their own, etc. This helped us plan for the families that needed technology support which included only three. Another survey asked families if they were in need of any social services and meal service. Another, later into distance learning, asked for input as to what could make this modality of learning better for students and families. As we have a small staff, zoom meetings were held daily with teachers and aides and later to several times weekly to make sure that issues were communicated specific to family engagement and academic achievement. Twice weekly, electronic emails were sent to families with updates on the situation and the school's response. Parents were invited to send emails, texts, or use

Remind App to communicate needs to school staff. Personal phone calls were made to families with special needs students to insure they were connected and receiving services. Board meetings were held on April 3, May 13, June 10, July 22, August 11, August 19 and September 9 which had agenda items regarding the closure of schools, the planning and implementation of distance learning during the emergency closure, the planning of reopening and the models that would be considered dependent on the health conditions of the community. All stakeholder input, received via surveys, emails, phone calls, or from comments on the PTO web page, were considered and incorporated into the planning process. It is important to note that RVS is a small rural school with 70 families, a staff of 11 adults, and a three member Board of Trustees. Communication is not an issue among this community. The bargaining unit is represented by the five teachers in attendance at all staff meetings.

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

When first entering distance learning in March, we did not provide for remote participation as we had a large enough room to safely hold public meetings and hearings. We have incorporated Zoom technology to provide access to the public should they choose to participate remotely. Pertinent information is shared in the Board Meeting postings, and in the weekly newsletter sent to families.

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

Stakeholder groups were specifically concerned with learning loss over time (not knowing how long this might continue was weighing on families), with service for special needs students, and with the social/emotional well being of their children.

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

Over time, we built on our distance learning practice which allowed us to do more live remote teaching and to reconnect personally with students. This helped both aspects of our parents concerns (learning loss and SEL). We began doing more actual remote teaching of curriculum and had assignments from the curriculum (as opposed to supplemental materials provided in paper packets). We had more assignments returned that could be evaluated for understanding and lessons could be adjusted. We quickly learned that we needed to implement small group instruction and made breakout groups to focus on differentiation, especially for our special needs students. We implemented two on one intervention groups to support those learners.

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.]

RVS prepared for in seat instruction for all students. Because we have such small class sizes (the largest was 17) we were able to make the necessary arrangements within the classroom to spread desks 6 feet apart and have clear aisle ways for movement. The teacher station was placed in the room so that students were facing the same direction toward the board and the teacher was in a separate part of the room with a computer and projection system for their protection. Supplemental materials that were traditionally shared among students were removed from the classroom to be stored in the library (which was not going to be used) so teachers could still have access. We made a crate for each student which contained everything they would need for learning including text books, consumable materials, tools, white boards, clip boards, etc. so that materials would be accessible from their desks and so that materials would not accidentally be shared. Sanitation stations were purchased and placed strategically for improved hygiene. Cohort groups were identified by grade and were assigned play areas, restrooms, and outdoor classroom space- all intended to keep cohorts separate. Lunches were to be distributed Grab and Go style. Each student has a Chromebook to utilize that is prepared with Google Classroom in the event that distance learning becomes necessary. Our in seat schedule provided instruction from 8:00 - 12:00 on site and a remote session from 1:00 - 2:00 to prepare and train students for distance learning if needed. This also cut down on the amount of time that a student would have to remain physically distanced and masked and would be helpful for their social emotional state of mind.

Board Policies were adopted to insure safety for employees and students which included the mandatory wearing of masks for all grade levels. PPE was acquired for all staff and students that should last for three months. Health and hygiene signage has been placed throughout the campus. An isolation room was constructed to be a holding area for any student showing signs of illness. A video monitor was installed to safely monitor student while waiting pickup.

All of these preparations make us ready for whole school, in-seat instruction and can be utilized for small cohort, at risk instruction should we be following a distance learning model.

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

Description	Total Funds	Contributing
Purchasing crates to separate student materials for health reasons	\$609.80	No
Built health isolation room	\$936.70	No
Purchased PPE to cover staff, students, cafeteria, and office staff for three months	\$50.58	No

Description	Total Funds	Contributing
Purchased additional cleaning supplies, air filters, and specialized cleaning equipment (fog machine)	\$6460.11	No
Removed all extra materials and cabinets in classrooms to make room for the separation of desks and to reduce contamination	\$681.56	No
Acquired three hotspots for families needing internet support (supplied by County Office of Education)	\$0.00	Yes
Purchased window and door screens for improved ventilation, purchased and installed no contact sanitizer dispensers throughout the school	\$1,344.66	No
Hired deep cleaning services to sanitize school	\$900.00	No

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.]

For Distance Learning we will shift our curriculum materials and computers to the home. All students will be expected to connect with their daily scheduled classroom meets, make use of Google Classroom for assignment tracking and submittals, and be graded on expected classroom norms. Attendance will be based on daily online participation and completion of assignments. The school will support access to technology to accomplish on-line access by providing hotspots to families in need. Virtual training videos will be provided to parents to help with this transition to a standardized distance learning model. Packets will be used to supplement on-line learning, not as an alternative. A

weekly exchange of assignments will be scheduled for families to return completed work and pick up new materials for the next week. This will also be the time to deliver Grab-and-Go lunches for the week.

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.]

All students have assigned Chromebooks. Those that do not have internet connectivity will be provided a hotspot for home use. This is estimated to be three families.

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.]

Our synchronous schedule will be in three blocks daily - from 8:15-10:00, 10:30 to 12:00 and 1:00-2:00 - in which all students will log into their Google classroom and receive live instruction from teachers and paraprofessionals. All content areas will be taught. During their class time, students will be asked to complete assignments while the teacher is still in the classroom to answer any questions and help with small groups. We intend to simulate a regular classroom day while allowing for longer physical breaks to reduce screen time and allow for physical activity. Regular curriculum and assessments will be utilized, which the teacher will grade and record. Teachers are recording attendance three times a day to measure engagement/participation, and families are being called if a student misses one of the sessions. If technical issues are prohibiting student attendance, that issue will be addressed differently than an issue relating to participation. We are making use of the state Attendance and Engagement template on a daily and weekly basis.

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.]

Teachers were provided two additional days of Professional Development before the new school year. This PD included topics on Google Classroom, Social Emotional Behavior, Movement and Art, providing outdoor instruction, etc. Teachers were allowed to pick topics at their skill level and grade level. Our master schedule provides time for continuing PD weekly in small modules so that we can learn as we become more proficient at Distance Learning and are better able to incorporate more tools into our teaching practices. We are purchasing a video conferencing system to support better remote PD and to improve our stakeholder communication. This will also be utilized to provide remote whole school assemblies.

Staff Roles and Responsibilities

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

We are a small staff of five teachers, two aides, two administrators, a cook, and a maintenance/bus driver. We have met over the summer to brainstorm the best approaches to in class and at home learning and have created each plan together. The entire staff has worked to make each model work for the students and their families. For example, we determined that multiple lunches distributed once a week worked best for our families who live in a dispersed area. Assembling that many lunches took a team, so the instructional aides worked with the cook once a week to create the food packets. The bus driver would then go to the bus stops where families could pick up the food more easily.

The Administrative Assistant had to apply for lunch waivers to make this accountable. As a small team, we have worked together in multiple capacities to insure we are taking care of our families. We did not have to reassign any staff members due to medical or high risk needs.

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.]

We have assigned hours outside our scheduled classroom day to provide extra support to meet IEP goals, speech services, intervention, and social emotional services. As a small school, this is a very small portion of our population and service can be provided by an instructional aide and by county support personnel (such as speech and social services.) The office is coordinating these services one-on-one with the families. Our one severely disabled student is being served in a neighboring SDC class. They are coordinating his services and we are providing transportation to receive those services. We have no identified foster or homeless students.

To support all students while focusing on those with unique needs, we offered school desks and chairs to any family needing a designated work area at home and we provided privacy screens for each student to reduce in home distractions.

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

Description	Total Funds	Contributing
Creation of Google Classroom platform for all students	\$0	Yes
Rescheduling staff work hours to support students with special needs and to make and distribute meals.	\$0	Yes
Provide Professional development opportunities for teachers and aides	\$5,800.45	Yes
Develop an attendance and engagement system to meet requirements of the state	\$0.00	Yes
Implemented Parent Square, a communication system between school and stakeholders, to provide easy and constant communication	\$0.00	Yes
Created and assembled outdoor classrooms	\$681.57	Yes

Description	Total Funds	Contributing
Purchased curriculum materials, supplies and technical equipment related to distance learning	\$16,920.91	Yes
Purchasing video conferencing equipment to support stakeholder communication, remote Professional Development, whole school remote assemblies, etc.	\$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.]

During the 2019-2020 school year, learning loss was addressed by recommending students attend a summer school program that is not normally offered at our small school. This was a three week program targeting ELA and math specifically. Those students that were lower performing and those that did not adapt well to distance learning were recommended. Additionally, summer packets were provided to parents that contained basic skill practice assignments and a recommended book list. The 2020-21 school year will address learning loss by implementing an intervention program called MaxScholar that can be utilized while in class or during distance learning. It has a built in assessment placement module that will identify student skill levels, which can be compared to last years mid year assessments. Students will be identified that need additional pull out support, which can be done in seat or remotely. Math will be monitored with daily math mini assessment work sheets that teachers will log to identify below standard areas that need reteaching.

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 described above, learning loss was addressed by recommending students attend a summer school program that is not normally offered at our small school. This was a three week program targeting ELA and math specifically. Those students that were lower performing and those that did not adapt well to distance learning were recommended. Additionally, summer packets were provided to parents that contained basic skill practice assignments and a recommended book list. The 2020-21 school year will address learning loss by implementing an intervention

program called MaxScholar that can be utilized while in class or during distance learning. It has a built in assessment placement module that will identify student skill levels, which can be compared to last years mid year assessments. Students will be identified that need additional pull out support, which can be done in seat or remotely. Math will be monitored with daily math mini assessment work sheets that teachers will log to identify below standard areas that need reteaching. Because our unduplicated population is so small, these strategies apply to all our studentbody.

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.]

Effectiveness of support services will be measured utilizing classroom assessments, the online intervention system, and using DIBELS when we are able to assess in person. These systems do comparative growth and easily identify any students below grade level in each subject. Curriculum assessments tests in ELA and math, as well as ongoing formative assessments, will inform the teacher of issues relating to learning loss. As we have only three English Language learners, no homeless, and no foster youth, these same tools will be utilized to monitor these special groups.

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

Description	Total Funds	Contributing
Enrolled students in summer school	\$0	Yes
Created specific packets for families to make use of over summer	\$100	Yes
Purchasing software platform to address basic skill development in reading and math which will also assess student levels and placement.	\$6,000	Yes
Schedule one-on-one assessments with DIBELS for reading literacy skills.	\$0	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.]

The district's behavioral specialist provided through the County Office of Education will be used to identify and provide appropriate Social Emotional Learning (SEL) instruction to students. Staff will be trained to provide SEL and identify students in need of extra attention in this regard in order to experience school success. Teachers will continue to utilize Inner Explorer, a mindfulness program that helps students with calming and self control. During the pre-service PD days, teachers were offered a selection of courses regarding Social Emotional and Mental Health Awareness training to prepare them for returning students. The County Office of Education has created a website identifying resources that are available within the county for families.

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.]

As enrollment is being taken three times during the day, the office is immediately notified when a student is not present as expected. The parent is notified to determine the cause (technical, for example) and strategies will be put in place to support a reluctant student. As an elementary K-5 school with only 70 families, engagement and attendance are not seen as being an issue and can be addressed on a family by family basis. Contact calls will be made first by the teacher, then by the principal for repeated issues. This will also help us keep on top of technical issues that the families might be experiencing. Students believed to be experiencing learning loss will be put into small groups to receive more targeted lessons. Parents will also be directed to learning platforms (such as Moby Max or IXL) that students can use after school hours to reinforce foundational skills. Parents will be communicated to in their native language.

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.]

While distance learning, the District cafeteria will be providing nutritionally adequate meals in five day Grab and Go packets. The five day packets were determined in a survey of parents as to the best distribution method, as we are a dispersed community. Families that have

been identified as qualifying for free or reduced price lunches have been contacted personally to arrange for delivery at our bus stops or for pick up at the school. Once on campus, we will provide daily Grab and Go lunches to all students who will then leave campus at noon to avoid the gathering of cohort groups. New families to the school have been sent an electronic application to their identified email so that they can apply for free and reduced priced meals. Follow up personal contacts are also being made to those families we feel may qualify but that have not applied.

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

Section	Description	Total Funds	Contributing
N/A	All actions were identified in other sections of this document.	\$0	

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
8.73%	\$35,939

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.]

English language learners, foster youth, and low-income students will benefit from being in the same environment with their age and grade level peers. This type of interaction provides them with opportunities to engage in the content by expressing their thoughts through language. Also, it attends to their social emotional needs by providing relationships and positive, constructive interactions they might not otherwise have. Teachers are attentive to the additional needs of these identified students and ensure they are receiving additional or adapted instruction as needed and are otherwise engaging in the learning appropriately.

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

We have a very small population of English language learners (2 students), no identified foster youth, and a 26% low income population. Because we have so few unduplicated students, teachers are aware of their specific needs and can address them daily.