

# 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.]

On March 14, 2020, due to the COVID 19 emergency and Governor's shelter-in-place mandates, the Raymond-Knowles Union Elementary School District's Board of Education and Superintendent held an emergency meeting where they unanimously passed a resolution to suspend instruction through March 31, 2020. The safety and wellbeing of the students, staff and community were placed at the forefront of all decisions. Distance learning initiatives began immediately. The district's teachers teamed up with the learning director and superintendent to discuss and create a distance learning program that could be implemented immediately. The Superintendent kept in constant communication with the district's business officer, and food services director to plan next steps. Everyone's focus was to support students and ensure they receive academic, social emotional and nutritional support.

Within a few days of the school closure, everyone came together to plan and support students and ensure they received academic, social-emotional and nutritional support. Teachers worked feverishly the week following the school closure to prepare distance learning and prepared to deploy curriculum to students. As teachers created curriculum, administrators reviewed it and provided feedback to ensure it met the academic/grade level standards. Curriculum delivery platforms included Google Classroom, ZOOM, SeeSaw, online textbooks, and paper packets for students without internet access. Arrangements were made for students and families to pick up learning supplies, including Chromebooks and iPads on Monday, March 18, 2020.

Cleaning and disinfecting of all hard surfaces with EPA registered Disinfectant for Human Corona Virus was our main response when the situation began. Training on the product's proper use included stringent safety precautions. An immediate response protocol was established in case of suspected virus contamination, which included, but was not limited to, requiring any district personnel exposed to stay home with pay for 14 days. Once the district saw an increase in cases, a flex/rotating work schedule was developed to decrease interaction between staff. The district continued to adjust school operations throughout the schools' closure to adhere to the state health department guidelines and to continue all essential services needed to maintain the well-being of students, staff, and community.

Once the decision was made to close RKUESD for the remainder of the school year, the District made the commitment to strengthen the support provided to all of our students through our distance learning program by increasing digital access and providing structured support for teachers and students. Distance learning efforts required the increased use of technology capacity throughout the district and among stakeholders. All efforts were concentrated on purchasing hotspots and identifying families who needed internet access. Distance learning became a priority for the district. Take-home Chromebooks were made available to all students who requested them. In addition to teachers and staff, support was extended to students and parents in their home environment. We partnered with our local telephone and internet provider to offer free and reduced internet connectivity to all district families.

Teachers were offered professional development that focused on strategies and resources to improve distance learning, such as ZOOM and Google classroom. Our Learning Director spent time with each teacher to be sure they were comfortable with all learning platforms. We ensured that teachers were receiving continuous support with all the technology platforms necessary for distance learning. Teachers communicated with each of their students at least once a day. A schedule for each grade level was quickly established. We also created a schedule for all students with disabilities. Teachers and administration met once a week to discuss what was going well and what needed adjustments. We made adjustments as we went along. We requested frequent feedback from students and families. This feedback helped us make necessary adjustments to the distance learning program.

Teachers sent out weekly progress reports to students and families. They also set up a weekly Zoom meeting for students and parents to attend to go over the progress reports. The district set up an incentive program for students who completed eighty percent or more of their assignments over a two-week period

The USD food service director set in place meal plan waivers through the CDE and utilized the Seamless Summer Feeding Option (SSFO) program, allowing all children in the community, 18 years of age or younger, to receive free meals, and allowing food services to provide meals to the community immediately following the shutdown. Meals were packed and distributed daily, Monday through Friday. In April we moved to distributing meal kits every Monday and Wednesday. In June we shifted the schedule to distributing weekly meal kits on Mondays.

We implemented social and emotional health assistance through our school counselor. She checked in on students and families twice a week.

The district began the planning process for when our site would be allowed to re-open and student and teachers return. The superintendent met regularly with superintendents from neighboring Madera County districts and a reopening taskforce from the Madera County Superintendent of Schools. The district administration along with business office, learning director, and teachers met regularly, beginning in May, to discuss changes, guidelines and information that might affect school operations. Discussion/planning focused on student/staff safety and spacing, furniture placement, sanitation stations, student entry, student bathroom/office policy, lunch/ break procedures, an assessment plan to identify major gaps that would prevent students from accessing grade level curriculum and finally, a plan to help students transition successfully from distance learning to traditional learning.

## Stakeholder Engagement

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

The following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

- Teachers
- Other Certificated Staff
- Classified Staff
- Parents (SSC)
- Students
- Community members

Due to the pandemic, no in-person input meetings were held. Surveys regarding distance learning and reopening were sent to district families and staff. The data from the surveys was analyzed and deciphered by the superintendent. Respondents were asked to rate their comfort levels regarding each of the three models for instruction. Parents were asked to submit questions or comments online for the District to consider.

Meetings with teachers and classified staff included representatives of the local bargaining units. All staff were asked to complete a survey of their preferences and concerns in returning to work. Every Thursday from March to May, teachers met via Zoom at 3:00 p.m. to provide input and suggestions for the District's plan for instruction in the 2020-21 school year.

The SSC serves as the District's Parent Advisory Council. The District has too few English Learners to form an English Learner Advisory Committee. However, the input of English Learner parents is actively sought.

The Public Comment period ran from March, 2020, to September, 2020. The public was invited to provide suggestions and input at every Board meeting on the following dates:

March 14, 2020 – Emergency Meeting

April 9, 2020 - Regular Meeting

May 14, 2020 - Regular Meeting

June 11, 2020 - Regular Meeting

June 25, 2020- Regular Meeting

July 9, 2020 - Regular Meeting

July 15, 2020 - Special Meeting

August 6, 2020 - Regular Meeting

September 14, 2020 – Regular Meeting

A draft of the Continuity Plan was made available to stakeholders by request and on the school website. Comments could be provided to the Superintendent for consideration.

There were no comments or questions submitted regarding the Learning Continuity and Attendance Plan by any members of the SSC. There was no feedback from stakeholders or community members as a result of the public hearing and posting of the plan.

Public Hearing – September 14, 2020.

Board Adoption – September 28, 2020.

Submit to MCSOS -- September 29, 2020

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

The district sent out video message from the superintendent/principal. These messages included important updates to distance learning and reopening plans. In each message student, families, and staff were encouraged to call the school office or email the superintendent/principal with questions, comments, or concerns.

Letters were also drafted that explained in detail what the district was doing for distance learning and what the reopening plans were. These letters were sent through email, text messages, Peachjar, district website, and social media.

Surveys regarding distance learning and reopening were sent to district families and staff. The data from the surveys was analyzed and deciphered by the superintendent. Respondents were asked to rate their comfort levels regarding each of the three models for instruction

The deciphered data was presented to the districts school board. The data drove the districts decisions in creating our reopening plans.

All meetings except for the September 14, 2020, Board meeting were conducted via Zoom.

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

Surveys regarding distance learning and reopening were sent to district families and staff. Respondents were asked to rate their comfort levels regarding each of the three models for instruction. Parents' and families' feedback on the surveys regarding students returning to school for the Fall of 20/21 were evenly split between the three programs that the district was looking to provide. The three programs were in-person instruction, hybrid (part time in person and part time distance learning, and full-time distance learning.

Parents were also asked to respond to questions regarding:

- If their child (children) would return to school in the full-time or hybrid in-person models.
- If their child (children) would return to school if face masks were required.
- If they would provide transportation for their child (children) to return to school.
- If their child (children) would require after school care due to the parents' work schedules.
- Any other thoughts, questions, or concerns.

The survey results from staff regarding reopening plans were in favor of continuing distance learning. Staff was not feeling comfortable coming back to school with the surge in the COVID-19 cases in our county. The importance of safety precautions was also noted if any form of in-person learning were to take place.

Parents of all students were contacted and asked to submit questions for the District to consider. Three questions were submitted:

- How will distance learning Ed differ this year from last year?
- How do we sign our kid up for social distancing learning like they did at the end of the year last year, and on the first day of school do we bring our kid or kids to the drive thru and pick up packets or how are we doing it?
- Will the school be providing chrome books and materials for independent study?

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

After receiving an abundance of information from surveys, phone calls, and meetings it was clear that some necessary changes to our distance learning program was necessary. Teachers, learning director, and administration had weekly meetings to discuss a highly effective and rigorous distance learning program that would not prove to be too overwhelming to students and families.

In the Spring, students had a lot of zoom meetings to attend and depending on the grade level Zooms were at different times of the day. This was difficult to manage for parents who have multiple children. We created a cohesive and consistent schedule for Distance Learning in the Fall to alleviate this burden. We also pulled back on the amount of classroom Zoom sessions that are required. This feedback came from parents and teachers.

Feedback from families, parents, and board members was the lack of internet connectivity in the Spring. The district worked hard over the summer to help families get hooked up with the internet and hotspots to resolve with this barrier.

# 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.]

The Raymond-Knowles Elementary School Campus will remain a closed campus for the start of the 2020/2021 school year. Per state and county public health guidance and directives, our campus is to remain closed to the public. This means:

- The only people allowed on campus are school staff and personnel
- Visitors are permitted on a limited basis
  - a. Visitors are encouraged to make an appointment with the office before coming to campus.
  - b. All visitors must go directly to the office when coming to campus.
  - c. Face coverings are required to be worn when on campus. Visitors will not be permitted into the office without a face covering.
- Students are not permitted on school grounds during school days and hours unless they are with an adult to pick up or drop off schoolwork during a designated time that has been arranged.
- We understand that the school is a safe space for children to play and hang out. Unfortunately, during the COVID-19 pandemic, the school is closed. Children and adults from the community should not be congregating on the RKS campus.
- RKS is suspending all facility use agreements to community members or businesses at this time.

The district created three plans for reopening school in the fall of 2020/21. The first plan was for complete in person instruction. Based on the CDPH and CDE COVID-19 health and safety guidelines we looked at the feasibility of spacing all of our students six feet apart in classrooms, the cafeteria, and on school buses. This proved to be impossible with our current facilities and staff.

We also explored a hybrid model.

Due to the small size of our one school, school district and the limited staff we have, in-person instructional offering for students with acute needs is not possible during the school campus closures. We are working to create a “study hall” pod of students who would be supervised by one of our afterschool program tutors. This would allow students who continue to struggle with internet connectivity to access the school’s internet to complete assignments. This plan is still being developed and has not been implemented at this time.

In-person instruction will begin once Governor’s Office, the Madera County Health Department, and County Superintendent of Schools have notified the District it is allowed to open for in-person instruction. The district would open partially in a hybrid model as described below, enabling school officials to comply with all of the guidelines and regulations required by the health department, which require districts to have a plan in place to mitigate the spread of COVID-19. The Raymond Knowles Union Elementary School District In-Person instructional plan is designed to follow:

- The federal, state, and local guidelines for the safe reopening of schools
- The survey data and other input from parents and staff

This model includes having in-person instruction for two cohorts of students, district-wide. Roughly 50% of students would be in each cohort, attending classes on campus two days a week. This model would allow the control of COVID-19 infection between students and staff. Cohort A students would come to school for instruction on Tuesdays and Thursdays, while Cohort B students would come to school on Wednesdays and Fridays. Mondays will have reduced synchronous online instruction, so additional time can be designated to provide above and beyond support for our high-needs population, and students considered highly at risk and in need of additional academic and social-emotional support. All safety guidelines and procedures will be followed.

In order to support continuity of learning, and for transitions to be as seamless as possible, bell schedules for the above in-person model will be as close as possible to those described in the “Pupil Participation and Progress” section of this plan.

Instruction will combine best practices for in-person instruction in which RKUEDS teachers have been previously trained, combined with distance learning strategies in which they will be trained. The District will provide on-going support for instructional staff in how to integrate distance learning, flipped learning strategies, technology, and best first teaching to accelerate learning for unduplicated pupils and others at-risk of experiencing learning loss\

The health and safety of our students and staff is the top priority when making the decision to physically reopen Raymond Knowles School. In order to guard against students’ exposure to COVID-19 and experience greater learning loss, the District will follow School Safety Guidelines. These guidelines will be distributed to all students and parents. The district has repurposed a room in the main office to become the sick room to house sick students. This meant purchasing storage units to house the furniture and files that were in the room to repurpose the space. We also had to order PPE for the sick room.

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

Description	Total Funds	Contributing
The District will purchase appropriate safety equipment (masks, face shields, barriers etc.) to support safe interactions between students and staff in classrooms and on campuses.	\$4,180	N
The District will purchase appropriate equipment and materials (hand sanitizers, disinfectant wipes, etc.) to maintain rigorous conditions of cleanliness.	\$2,795	N
The District will provide all school supplies for each student to take home for in-class work.	\$1,100	N
The District required additional storage units to remove and store furniture previously in classrooms that allowed for flexible seating.	\$12,000	N
The District will purchase individual desks to accommodate each student and allow for proper social distancing.	\$2,000	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.]

Raymond-Knowles Union Elementary School District will offer two instructional programs for the 2020/2021 school year. The distance learning program will be offered to all students at RKS. This program will look like the instructional program that we delivered from March to June during the school closure. RKS will be making improvements to this program to ensure our students are getting the education they deserve and that families are being supported through the process.

The second program that will be offered is an independent study program. Students who enroll in the independent study program will be working through curriculum on their own with their parent/guardian providing instructional support. Families will have an RKS staff member who will check in with them bi-weekly and will be available to provide educational resources. Parents were asked to register children for the independent study program before Wednesday July 29, 2020. Enrollment in independent study is very small. Raymond-Knowles Union Elementary School District is dedicated to a rich and meaningful educational program for our students. The district created a Distance Learning Handbook to which families and staff members may refer. Included in the Handbook are guidelines for digital meetings & citizenship.

**SAFETY GUIDELINES** -- RKS is using all safeguards to keep students safe and secure during live Zoom meetings. These include but are not limited to:

- Requiring passwords
- Teachers approve all participants before they can join a meeting
- All participants will be muted upon entry
- Students should never share the link to their Zoom meeting with anyone

**BEST PRACTICES –**

- Students should use headphones while on Zoom meetings to avoid distractions for other learners in the home.
- A quiet and more solitary space is encouraged to allow for more focus.
- Do not come to Zoom meetings with pets, toys, eating, siblings, TV, etc. These can be distracting to yourself and other learners.
- Zoom has a feature which allows students to use a virtual background if they prefer. This can allow for visual distractions to be minimized.

**ANTI-BULLYING –** RKS has an anonymous report program called STOPit. Students and parents can report incidents of bullying through the STOPit website or the STOPit APP. The Website is <https://appweb.stopitsolutions.com/login> and the access code is rksbrncos. All reports are anonymous.

The link to the handbook is below:

<https://docs.google.com/document/d/1jLCIfMAF4kD2ItlBCiiZVgRNNNe11VwxRICnXVlx408/edit?usp=sharing>

## 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 will provide technology for students to use with distance learning.

RKUEDS recognizes that technology is essential for distance learning. The district has made it a priority is to make sure our students, teachers, and staff have the technology they need to be able to continue educating.

Parents of all students were contacted and asked if there was internet in the home, the quality of internet, their child's (children's) home access to a device, and the type of device. Based on that survey, the District was able to determine which students and families needed access to internet and devices.

For students:

All students will be able to check out a take-home Chromebook and charger (2<sup>nd</sup> – 8<sup>th</sup> grades) or an iPad and charger (TK-1<sup>st</sup> grades)

All students will be provided with a pair of headphones to use with their devices.

The parents of students who do not have reliable internet at home will be assigned a Verizon Wireless hotspot for the student (household) to access distance learning.

The Madera County Superintendent of Schools IT department will filter and monitor student content in compliance with the Children's Internet Protection Act (CIPA).

For teachers:

Teachers will be given a Windows laptop computer, Chromebook, large monitor, docking station, XP-Pen digital writing tablet

On-campus, teachers, will have access to high-speed gigabit internet to ensure no bandwidth issues as they provide live instruction.

The District will provide educational subscriptions to SeeSaw, Edpuzzle, Hapara, Screencastify, Book Creator, Flipgrid,

## 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.]

Students will participate in structured digital instruction/learning from home using a variety of tools. They may include, but not be limited to, Zoom, Google Classroom, and others that District staff and teachers determine meet the needs of students in a classroom or districtwide. Unduplicated students, students with exceptional needs, and students who are considered high risk (academically, socially emotional) will be identified and scheduled for additional support to accelerate learning. The structured digital learning schedule will include structured times for students to engage in synchronous (live direct) digital instruction/learning.

Daily assignments need to be completed by 3:00 pm. Teachers will provide timely feedback on student assignments. Please see individual teacher/class letters which were distributed during student materials pick up for more details on how to access and view daily and/or weekly progress on assignments.

### **LATE WORK**

Late work will be accepted no later than one day after the original due date.

### **LIFELONG LEARNER GRADES**

Progress reports and report cards will be populated with three essential lifelong learner attributes:

- Assignment Completion - students will be assessed on what percentage of assignments are completed. A blank or incomplete assignment will not be counted towards completion.

- Perseverance - Students exhibit perseverance on independent daily assignments and learning time, student reaches out to their teacher when help is needed, and/or attends open office hours when help is needed.

- Demonstrates respect for self, others, rules, authority, and property - Student follows classroom guidelines and expectations during class meetings, group work, etc. Demonstrates respect for self, others, rules, authority, and property - Student follows classroom guidelines and expectations during class meetings, group work, etc.

### **PROGRESS REPORTS**

Progress reports will be sent home at the end of each month beginning in September. Progress reports will include student mastery level on standards that have been taught and assessed up to that point as well as life-long learner attributes. Mastery levels are as follows:

- M = Mastered
- P = Partially Mastered
- N = Needs more time or instruction

### **DISTANCE LEARNING DAILY SCHEDULES**

#### **Kindergarten**

9:00 – 9:30 Work on daily assignments (asynchronous)

9:30 – 10:00 Class Zoom (synchronous)

10:00 – 10:30 Break – Nutrition, Fitness, Play

10:30- 11:30 Work on daily assignments (asynchronous)

11:30 – 12:15 Lunch Break

12:15-1:15 Work on daily assignments (asynchronous)

1:15-1:30 Break – Nutrition, Fitness, Play

1:30 – 2:20 – Small group Zooms assigned by Mrs. Monroe (synchronous) or work on daily assignments

2:20 – 2:45 – Open Zoom hours for additional help from Mrs. Monroe (synchronous)

#### **First Grade**

9:00 – 9:30 Class Zoom(synchronous)

9:30 – 10:00 Work on daily assignments (asynchronous)

10:00 – 10:30 Break – Nutrition, Fitness, Play

10:30- 11:30 Work on daily assignments (asynchronous)

11:30 – 12:15 Lunch Break

12:15-1:15 Work on daily assignments (asynchronous)

1:15-1:30- Break – Nutrition, Fitness, Play

1:30 – 2:20 – Small group Zooms assigned by Mrs. Monroe (synchronous) or work on daily assignments

2:20 – 2:45 – Open Zoom for additional help from Mrs. Monroe (synchronous)

#### **Second/Third Grade**

8:30-9:00 – Small group Zooms assigned by Mrs. Gregory (synchronous)

9:00-10:00 – Class Zoom (synchronous)

10:00 – 10:30 Break – Nutrition, Fitness, Play

10:30 – 11:30 - Work on daily assignments (asynchronous)

11:30 – 12:15 Lunch Break  
12:15- 1:15 Work on daily assignments (asynchronous)  
1:15-1:30- Break – Nutrition, Fitness, Play  
1:30 – 2:20 Small group Zooms assigned by Mrs. Gregory (synchronous) or work on daily assignments(asynchronous)  
2:20-2:45 Open Zoom for additional help from Mrs. Gregory

#### **Fourth Grade**

8:30-9:00 – Work on daily assignments (asynchronous)  
9:00-10:00 – Class Zoom (synchronous); 9:00 -9:30 ELA, 9:30-10:00 Math  
10:00 – 10:30 Break – Nutrition, Fitness, Play  
10:30 – 11:30 - Work on daily assignments (asynchronous)  
11:30 – 12:15 Lunch Break  
12:15- 1:15 Work on daily assignments (asynchronous), meet with Mrs. Comstock on Zoom for individual help (synchronous), small group instruction (synchronous)  
1:15-1:30- Break – Nutrition, Fitness, Play  
1:30 – 2:30 Small group Zooms assigned by Mrs. Comstock (synchronous) or work on daily assignments 9asynchronous)  
2:30-3:00 Open Zoom for additional help from Mrs. Comstock (synchronous)

#### **Fifth Grade**

8:30-9:00 – Class Zoom (synchronous); 8:30-9:00 Math, 9:00-9:30 ELA  
9:00-10:00 – work on daily assignments (asynchronous)  
10:00 – 10:30 Break – Nutrition, Fitness, Play  
10:30 – 11:30 - Work on daily assignments (asynchronous)  
11:30 – 12:15 Lunch Break  
12:15- 1:15 Work on daily assignments (asynchronous), meet with Mrs. Comstock on Zoom for individual help (synchronous), small group instruction (synchronous)  
1:15-1:30- Break – Nutrition, Fitness, Play  
1:30 – 2:30 Small group Zooms assigned by Mrs. Comstock (synchronous) or work on daily assignments 9asynchronous)  
2:30-3:00 Open Zoom for additional help from Mrs. Comstock (synchronous)

#### **Sixth Grade**

8:30-9:30 Class Zoom (synchronous), 8:30-9:00 Math (Mrs. Tune), 9:00-9:30 ELA (Mrs. Stevenson)  
9:30-10:00 work on daily assignments (asynchronous)  
10:00-10:30 Break – Nutrition, Fitness, and Play  
10:30-11:30 work on daily assignments (asynchronous)  
11:30 – 12:15 Lunch Break  
12:15-1:15 work on daily assignments (asynchronous), meet with Mrs. Stevenson on Zoom for individual help (synchronous), small group instruction (synchronous)  
1:15-1:30 Break – Nutrition, Fitness, and Play  
1:30-2:30 small group Zooms assigned by Mrs. Stevenson/Mrs. Tune (synchronous) or work on daily assignments (asynchronous)

2:30-3:00 Open Zoom for additional help from Mrs. Stevenson/Mrs. Tune (synchronous)

### **Seventh Grade**

8:30-9:30 Class Zoom (synchronous), 8:30-9:00 Math, 9:00-9:30 ELA

9:30-10:00 work on daily assignments (asynchronous)

10:00-10:30 Break – Nutrition, Fitness, and Play

10:30-11:30 work on daily assignments (asynchronous)

11:30 – 12:15 Lunch Break

12:15-1:15 work on daily assignments (asynchronous), meet with Mrs. Stevenson on Zoom for individual help (synchronous), small group instruction (synchronous)

1:15-1:30 Break – Nutrition, Fitness, and Play

1:30-2:30 small group Zooms assigned by Mrs. Stevenson (synchronous) or work on daily assignments (asynchronous)

2:30-3:00 Open Zoom for additional help from Mrs. Stevenson (synchronous)

### **Eighth Grade**

8:30-9:00 work on daily assignments (asynchronous)

9:00-10:00 Class Zoom (synchronous); 9:00-9:30 ELA, 9:30-10:00 Math

10:00-10:30 Break – Nutrition, Fitness, and Play

10:30-11:30 work on daily assignments (asynchronous)

11:30 – 12:15 Lunch Break

12:15-1:15 work on daily assignments (asynchronous), meet with Mrs. Stevenson on Zoom for individual help (synchronous), small group instruction (synchronous)

1:15-1:30 Break – Nutrition, Fitness, and Play

1:30-2:30 small group Zooms assigned by Mrs. Stevenson (synchronous) or work on daily assignments (asynchronous)

2:30-3:00 Open Zoom for additional help from Mrs. Stevenson (synchronous)

The state of California has created Distance Learning Standards for public schools. The following is the standard regarding attendance and participation:

#### Distance Learning State Standard 2: Taking Attendance

Schools must take students' attendance and participation under distance learning, or risk losing state funding. Students who do not participate will factor into schools' chronic absenteeism figures.

For RKUEDSD, all students are required to sign-on daily during their scheduled class time and complete daily assignments. Attendance will be taken daily and calculated based on:

- Daily class Zoom attendance
- Daily assignments turned in by 3:00 pm

# 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.]

RKUEDS believes that professional development is important for student success. The district has done the following distance learning professional development

- Teachers met frequently with our learning director. The learning director trained them on digital platforms, and curriculum.
- Staff development days August 3, 10, 11, 12 of 2020.
- Training for K-5 teachers on new Math curriculum adoption from the publisher.
- Each teacher received a copy of the book “The Distance learning Playbook” by Douglas Fisher, Nancy Frey, and John Hattie.

The district will continue to provide professional learning in effective distance learning practices and how to support students’ mental health and social emotional well-being. The Learning Director will continue to provide training and support.

# Staff Roles and Responsibilities

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

## Teachers

- Educating students through distance learning making sure to cover grade level state standards
- Keep attendance records using the CDE Daily Participation and Weekly Engagement Records
- Communicate with students and families on a regular basis as it relates to their education and engagement
- Populate monthly progress reports and share them with students and families

## Classified Staff

- Clean and disinfect daily all classrooms, bathrooms, cafeteria, kitchen
- Maintain school grounds
- Prepare and distribute meal kits every Monday

## Business Officer

- Maintain record of all COVID relief funding spending
- Submit all information related to COVID relief spending
- Food Services Director/Coordinator

## School Secretary

- Enter attendance data from CDE Daily Participation and Weekly Engagement Records form that is submitted weekly from teachers into AERIES

# 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.]

1. We must meet students’ basic needs, including their emotional well-being.
2. We must ensure equitable access to learning resources.

Progress monitoring will be on-going for pupils with unique needs at all grade levels. All teachers who provide services to English Learners, Foster Youth, homeless youths, and students with exceptional needs, will assess those students formally and informally to determine students’ needs for intervention and additional supports. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to, reading running records, informal and formal assessments in all subject areas, grades, and observations.

As needed, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the counselor or classroom teacher when their child is identified for intervention and additional supports. Once students are caught-up or deemed no longer at-risk, such progress monitoring will no longer be required.

**RESOURCE**

Mrs. Jenny Salazar will meet with students who have IEP’s every day. She will be meeting through Zoom to support students with their goals and objectives as well as their classroom assignments. Mrs. Salazar will be in contact with families during the first week of school with each child’s meeting times.

**SPEECH**

Speech and language services will be provided through VocoVision Teletherapy. A licensed speech and language pathologist will provide services to students with Speech and Language IEP’s. A speech therapy schedule will be provided to families during the first two weeks of school.

**COUNSELING**

Experts have long known that difficult childhoods often experienced by Foster youth, Homeless youth, Immigrant youth, and children in poverty are linked with a wide range of health risks later in life. Those who have been identified for social-emotional support will be placed on a Zoom schedule.

All K-8 students have access to our school counselor. Meetings will be held on Zoom or telephone. The counselor will work with students on their social emotional needs. She also plans to create groups where students can have a safe place to talk about the social/emotional struggles that come with living through a pandemic and not being able to be at school in person with their friends and teachers. Parents who would like their child to have access to counseling will fill out the consent form in the Distance Learning Handbook. The form can be scanned and emailed to Mrs. Townsend, faxed, or dropped off at the front office.

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

Description	Total Funds	Contributing
Students will receive learning materials and school supplies to use at home	\$2,800	Y

Description	Total Funds	Contributing
The District will provide students with the technology necessary to access distance learning presentations and applications. (Chromebooks, Chromebook licenses, Tablets, Headphones)	\$15,000	N
The District will purchase necessary distance learning teacher materials and supplies (Teachers PC, Monitors, Writing Tablets, and Docking Stations)	\$7,500	N
The District will purchase and utilize digital curriculum and learning software programs for distance learning such as Screencastify, Book Creator, Flipgrid, EdPuzzle and Hapara, Seesaw, Google Classroom, ESGI and Reading A-Z	\$5,500	Y
If a student does not have reliable internet at home the District will verify the need and assign a hotspot for the student's family. The District has purchased many hot spots to provide internet access in homes where the families are unable to provide it.	\$1,600	N
The District will purchase additional hard copies of Curriculum Content (Teachers Editions, Students Editions and Consumables).	\$7,500	N
The district will be repurposing a room in the main office as a sick room to house students that may be ill. This included purchasing cots, barriers, and the proper PPE	\$1,500	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.]

Multiple measures will be used to assess learning loss from 2019-20, and in monitoring potential learning loss during the 2020-21 school year. To measure current learning loss, the district will use the following protocol:

K-3<sup>rd</sup> grade teachers will perform running records on students once a month to determine their independent reading levels. Teachers in grades 4-8<sup>th</sup> will perform teacher created ELA informal and formal assessments to determine where students are performing as it relates to their grade level standards. Teachers in grades K-8 will create informal and formal assessments based on grade level math standards to assess where students are performing. Teachers will also use the assessment tools in the district adopted Math curriculum to assess students.

This protocol is intended to uncover what students already know and may lack in order to minimize wasted instructional time and focus on accelerated learning experiences.

The same protocol will be used to measure learning loss after the conclusion of the 2020-21 school year. During the 2010-21 school year, the District will follow an on-going assessment process to support all students, with particular focus on unduplicated students in need of intervention and additional supports.

Students who show significant learning loss based on these assessments will receive extra instruction via Zoom from their classroom teachers.

### **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.]

The district will consider small cohort instruction for these students. If this is not feasible, they will receive additional resources and instruction from their classroom teacher and/or the Learning Director.

### **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.]

Multiple measures will be used to monitor potential learning loss during the 2020-21 school year.  
 K-3<sup>rd</sup> grade teachers will perform running records on students once a month to determine their independent reading levels. Teachers in grades 4-8<sup>th</sup> will perform teacher created ELA informal and formal assessments to determine where students are performing as it relates to their grade level standards. Teachers in grades K-8 will create informal and formal assessments based on grade level math standards to assess where students are performing. Teachers will also use the assessment tools in the district adopted Math curriculum to assess students.  
 This protocol is intended to uncover what students already know and may lack in order to minimize wasted instructional time and focus on accelerated learning experiences.

Teachers are implementing small group and individual Zoom times for student who are not completing assignments and/or not doing well on assignments. Students who continue to struggle will be given times to meet with our learning director and/or resource teacher to offer additional supports.  
 Both informal and formal progress monitoring will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student’s ability to recognize when they are learning, when they are not, and how to go about improving.  
 If students are consistently unengaged in distance learning, teachers will make contact with families and administration. Administration begins the reengagement process. This includes phone calls, meetings, and reengagement contracts.

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

Description	Total Funds	Contributing

### **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.]

Because we know that social-emotional factors can impact learning loss, students were monitored by their teachers for social emotional needs. We had our school counselor checking in with students and families who were in need of social and emotional support. Our staff also made an effort to create community and school spirit with funny and encouraging videos that we sent out to students and families. We also rotated staff members reading their favorite children's books. They videotaped themselves doing this and we posted the videos on social; media and sent them through email to our students.

Counseling services and strategies to continue school spirit and morale will continue in the fall. We plan to have schoolwide Zoom meetings on the first Monday of the month. We will also have virtual spirit weeks, awards ceremonies, and other virtual events to maintain school connections and to create some sense of normalcy.

The pandemic and changes in schedules, instructional delivery, food services, and reduced opportunities for socialization are likely to have an even greater impact on our unduplicated pupils. To help address these needs, the district will pay for one day a week of counseling services for students with a need for counselling support.

## 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 Raymond Knowles Union Elementary School District staff believes in frequent and open communication. The District published an online Distance Learning Parent Handbook. There was significant outreach to parents to update contact information in the AERIES Parent Portal to ensure families receive important messages. RKS communicates with families in multiple formats:

- RKS Facebook page and school website which is updated regularly.
- Prerecorded voice messages. Frequently messages are sent home from the school office. These come to families via a prerecorded voice message through the telephone, email and/or text message. This means of communication is used often. Parents are asked to listen to the entire message when they receive a phone call from the school. If they see a missed call from the school, they are asked to listen to their voicemail, check their email, and also text messages to receive the message.
- Teachers and staff email addresses and school phone numbers are provided to parents in the Distance Learning Handbook and teachers check their messages several times a day to stay in touch with families.

Student absences from school due to an illness or appointment must be reported to the student's teacher as well as the school office by email, explaining why the child was absent.

If a student is unengaged more than three times in a school week the teacher sends an email to the parent/guardian. The second time a student is unengaged three or more times in a week the teacher reaches out to the parent/guardian again and also makes administration aware of the problem. Administration contacts the parent/guardian to offer supports and resources. If the disengagement continues the student is placed on a reengagement contract. If the contract is broken administration reaches out for more resources for the student and family.

# 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.]

Raymond-Knowles Elementary School will be serving meal kits to students enrolled at RKS for the 2020/21 school year. Families will be charged for meals based on their students eligibility rate (free, reduced, paid). Families on the state direct certification list will not need to fill out an application. For families not on the state direct certification list, a new application is necessary for each school year. Applications are available at [ezmealapp.com](http://ezmealapp.com) or the food services tab on our school website at [www.rkUSD.k12.ca.us](http://www.rkUSD.k12.ca.us).

Families have been surveyed to determine who would take advantage of the meal distribution, and how many children, ages 18 or younger, are in the family. The District purchased another commercial-size freezer to hold the volume of food that we are ordering.

The USD food service director set in place meal plan waivers through the CDE and utilized the Seamless Summer Feeding Option (SSFO) program, allowing all children in the community, 18 years of age or younger, to receive free meals.

All meals are packed at Raymond Knowles Elementary School kitchen and cafeteria area. Meals are distributed at Raymond- Knowles Elementary School. A drive-thru system is in place for meal pick up.

Meal kits can be picked up on Mondays from 10:30 am - 11:30 am. Meal kits will include breakfast and lunch for the week including breakfast for the following Monday morning. An automated message is delivered to parents on Sunday morning asking if they plan to pick up meals for the upcoming week. Parents are encouraged to respond to these calls to ensure enough meal kits are prepared.

Monthly menus can be found on our school website at [www.rkUSD.k12.ca.us](http://www.rkUSD.k12.ca.us).

During food preparation, many safety procedures are in place.

- Staff are required to monitor their health and temperature daily before reporting to work.
- All work surfaces are sanitized daily before meal packing began and regularly throughout the day.
- All staff are required to wear disposable gloves, and masks while preparing and serving meals, and to change gloves regularly.

Food handling, packing, and distribution of meals follows HACCP guidelines to ensure that food is stored and served safely. Food recommendations for storing and heating foods are included in the meal packs. During food distribution, meals are placed for easy retrieval that maintained social distancing measures. Team meetings are performed daily to remind staff of safety concerns and safe food handling, and to assure food production concerns are addressed.

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

Section	Description	Total Funds	Contributing
School Nutrition	Prepare and distribute Grab and Go Meals	\$6,000	N
Mental Health and Social and Emotional Well-Being	The district will pay for two days a week of counseling services for students with a need for counselling support.	\$17,000	Y
Multiple Sections	Increased operational support by staff to ensure the health of anyone on campus by classified staff and additional instructional support by certificated staff.	\$3,750	N
Multiple Sections	To ensure optimal cleanliness of the campus with cleaning supplies, air sanitizers, MER13 filters, Professional carpet/floor cleaning, classroom air purifiers	\$6,800	N

## 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
13.84 %	\$100,130

### 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.]

The actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis, and are consistent with 5 CCR Section 15496(b) in that:

- The District considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19 as described below;
- The actions, or aspects of the actions are based on these considerations; and
- The actions are intended to meet the needs of the students in response to the COVID-19 pandemic.

In determining the need for increased services for the District's Unduplicated Pupils (low-income students, English Learners, Foster Youth), the District examined available data for objective indicators of academic risk. Because we were not able to reliably conduct the assessments that would normally give in the Spring of 2020, we used the most recent state assessment (SBAC, ELPAC) data available, and used our most recent local data.

2019 ELA – District-wide, Low Income Students, Hispanic students, and White students were the only student groups to have results reported. Though we are proud of the increases shown by both groups, the results for Low Income and Hispanic students were significantly below standard, with performance gaps between them and the overall ELA results.

2019 Math – The same results as described above were also true for math, though the performance gap between Hispanic students and overall is five points.

We also referenced the available research on learning loss, which indicated that “Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.” (NWEA, Collaborative for Student Growth, April, 2020).

Experience and prior years' data show that any learning loss experienced by the general student population is exacerbated among Unduplicated Pupils, homeless youth, and students with exceptional needs. To address that loss, and to accelerate learning for these students, the District will implement the following actions/services:

**Distance Learning Program section, Action #1.** Students will receive learning materials and supplies to use at home. Our low-income students may also lack sufficient, or any necessary materials for instruction at home. These materials will be essential for them to complete many assignments and eliminate excuses for not completing work.

**Distance Learning Program section, Action #4.** If a student does not have reliable internet at home the District will verify the need and assign a hotspot for the student's family. The District has purchased many hot spots to provide internet access in homes where the families are unable to provide it. If needed, students will be provided with a pair of headphones to use with their device. Our low-income students are generally those who lack sufficient, or any, internet connectivity at home, and it will be an absolute necessity for them to have to participate in online learning.

The district has less than 10 foster youth and English learners. We worked with these families on a one on one basis to ensure they had the resources they needed for their students to be successful during distance learning.

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

By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

The following describes the are increased or improved actions and/or services being continued from the District's 2019-20 Local Control and Accountability Plan (LCAP) that will be provided for Foster Youth, English Learners, and low-income students:

The primary use of these funds will continue to pay for all of the Learning Director's salary and benefits. The Learning Director (L.D.) will create standards-based lessons for teachers. Many of these lessons will be modelled in the classroom by the L.D. to provide teachers with hands-on experience on best teaching strategies.

The L.D. will also meet with teachers to discuss how to create their own meaningful standards-based lessons.

The L.D. will facilitate weekly meetings with new teachers to discuss instructional practices, data analysis, and implementation of the lessons that the L.D. creates.

The goal of the L.D.'s work will be to build the collective efficacy of the RKUESD instructional staff. Research clearly demonstrates the evidence that collective efficacy of teachers has one of the highest effect sizes in improving academic outcomes for students, particularly low income and student of color. Since the student population is 64.11% unduplicated pupils, this allocation of resources is believed to be the best way of improving learning for all students. For example, C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture.

For the 2020-2021 school year, the L.D.'s services will benefit unduplicated pupils by helping teachers improve their teaching craft. Standards-aligned units and lessons will continue to be developed, reviewed, and improved upon with the coaching and support of the L.D. The additional time to prepare for parent teacher conferences will allow teachers to gather student work samples to share with parents about their students' progress towards mastery of CCSS. This time will also allow for teachers to prepare resources to families on how they can help their student(s) at home to assist them in mastering CCSS.

Unduplicated students will also greatly benefit by the continued services of the part-time Response-to-Intervention (RtI) teacher. These services are principally directed towards meeting the needs of these students by "meeting them where they are," and responding to their individual academic needs. Those academic needs will also be addressed by the Summer School Program that will target reading, math, and STEM, in order to increase students' success and close achievement gaps, principally for struggling students. Implementation of the standards for Literacy in History/Social Studies, Science, and Technical Subjects will support our students' improvement in ELA and math. The support provided by the L.D., the intervention services, and the extra time that will allow teachers to plan to work with parents to address students' learning needs all combine to exceed the MPP of \_\_\_\_ in improved and increased services.