



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>.

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General Information

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

The Rancho Santa Fe School District, like all districts in San Diego County, closed our schools to in-person instruction beginning Monday, March 16th. On Friday, March 13th, we sent all students home with devices (iPads) and ensured that they had the materials they needed for the next few weeks of school. We also were able to determine, through knowing our families well, who would be in need of assistance with internet access. Our technology team and administrators worked to support our students and families as they accessed our Learning Management System (Canvas) for online instruction. We also quickly trained teachers in grade K-3 who had not utilized the Learning Management System prior to the closure, and set expectations for instruction. We began providing a distance learning program to students on Wednesday, March 18th through the last day of the school year.

At the elementary school, teachers rewrote their curriculum/lessons in reading, writing, and math so that they could be taught via videotaped lessons. In this way, we were able to provide students with continuity in their learning and allow them to see and hear their teachers. We provided three lessons each day, with corresponding assignments/projects to be completed offline. Students were asked to submit completed assignments and teachers provided feedback. Teachers were also available for questions and support via email and Canvas (LMS System) messaging. After spring break, we trained teachers on the use of our interactive learning platform, Zoom. We began providing interactive learning sessions once or twice each week via Zoom. At first, teachers largely provided class meetings to address the social/emotional needs of our students. We increased the number of interactive learning sessions to one session each day, five days each week by the end of the year. One of the interactive learning sessions per week was in reading, one in writing, and one in math, and these took the place of one of the videotaped lessons. In addition, when our interactive learning platform was deployed, teachers were able to provide PE, optional science experiments/activities, and math challenge clubs online.

In order to give our elementary school students some structure, we provided a suggested schedule for students to follow each week. This included the three lessons in core instruction (reading, writing, math), science, social studies, art, music, and drama lessons and activities, and enhancements to the curriculum. Music, art, and drama lessons were videotaped by our subject area teachers.

The middle school teachers in all subjects (including electives) rewrote their curriculum and provided instruction via videotaped lessons. They provided corresponding assignments and projects and gave feedback on work submissions. Teachers were also available for questions and support via email and Canvas (LMS System) messaging. After spring break, we trained teachers on the use of our interactive learning platform, Zoom. They began using Zoom to provide "office hours" five days each week. By the end of the school year, we provided instruction via Zoom in all subjects two days each week and office hours for the remaining days. We utilized a shortened version (9:00 - 1:15) of our regular middle school schedule of classes.

RSF Online

We created a tab on our website with online resources appropriate to different grade level bands. There were resources in math, science, computer coding, the arts, social/emotional learning, virtual field trips, etc.

Intervention

We have five intervention teachers (four at the elementary school and one at the middle school). Each teacher began working with students who were either on their caseloads during the school year, or who were identified by a teacher or parent due to struggles with distance

learning (managing time, organization, etc.). They worked with students one-on-one or in small groups via Zoom. The middle school intervention teacher did a study hall with breakout rooms to help students with assignments. We also deployed all of our Special Education aides to assist students one-on-one via Zoom. Our students were extremely successful due to their efforts.

Special Education

Our Special Education team, including related services providers, delivered one-on-one instruction via Zoom to meet the IEP requirements of each student. Annual IEPs were conducted via Zoom.

Social/emotional Learning

Teachers at the elementary school provided class meetings via our interactive learning platform, Zoom, for students to interact with teachers and classmates. This helped students' feelings of isolation and need to connect with their teachers and classmates. One of our middle school teachers organized "meet ups" via Zoom for each grade level (6th, 7th, and 8th grade).

Assessment

At the elementary school, teachers assessed students through reading assessments via Zoom, completed writing assignments, and math unit tests. At the middle school level, teachers assessed students' progress through submitted assignments. Some unit tests were given as well. Report cards for the third trimester resulted in comments at the elementary school level and credit/no credit at the middle school level.

We had a great deal of parent support for our efforts. The vast majority of our students participated in the learning opportunities by engaging in interactive learning, viewing the taped lessons, doing offline assignments, and submitting their work. Teachers were available to support assignments and gave feedback on submitted work. We also deployed all of our intervention teachers and Special Education aides to work with students who needed support with content or study skills so that they were successful with distance learning. As a result of these efforts, we do not believe that our students will have significant gaps in their learning as they enter the 2020-2021 school year.

Planning for 2020-2021

As the school year ended, we knew a great deal of planning would be needed to safely reopen our schools and to provide a distance learning option. We began a committee to guide our work on health and safety protocols and practices, and three committees on instruction (elementary, middle school, and Special Education) to work on distance learning and in-person instruction. Our focus was on the safe reopening of in-person instruction, as well as providing a distance learning option that would mirror the experiences of our students who were attending school in person.

Throughout the summer, the District provided many opportunities for all stakeholders to provide input on plans for the new school year. We had frequent Board of Education meetings that were well-attended by our school community. We provided presentations on the plans that were later posted to our website. Our stakeholders utilized public comments to offer suggestions, gave feedback via email, and attended virtual Superintendent's Chats to provide additional input in a less formal setting. We conducted a parent survey to gain input as well. We also provided virtual meetings with teachers throughout the school closure and in the summer.

Our parent community gave us a great deal of feedback through the emergency closure that they felt distance learning should have a greater percentage of time for students to engage in interactive learning. They felt that too much of the time in the spring closure was spent on

asynchronous lessons (recorded lessons) and assignments. Students not only gain more academically from interactive learning, but the connections they make face to face are important to their social/emotional development as well. It is also important in assessing student understanding of the content and their skill level. The state has now also provided guidance detailing the number of minutes students should spend in interactive learning each school day during distance learning.

We know that distance learning can never replicate in-person instruction, so our focus was on the safe reopening of in-person instruction, as well as providing a distance learning option that would mirror the experiences of our students who were attending school in person. Further, when surveyed a vast majority of our school community (78%) felt that schools should reopen in person at the start of the school year (August 24th). To that end, the Health and Safety Committee studied the CDC, CDPH, and local health guidance for the safe reopening of schools, created a plan and amended the plan as new updates were received. The Rancho Santa Fe School District was in a unique situation to reopen. We have a modern facility that was almost completely renovated in 2010, has large classrooms, and has a good ventilation system. We have always had a commitment to small class size, but have added staff so that class size for each grade level is small enough to provide physical distancing of six feet between desks in every classroom (and between the teacher's desk and student desks). We increased our cleaning and disinfecting staff and procedures as well to reflect current guidance. We prepared a COVID-19 Prevention Plan that met or exceeded all of the current health and safety guidance.

We determined that for distance learning, we would provide live streaming for students via Zoom so that they could take part in their assigned in-person class. We surveyed parents to determine their wishes and had close to 20% indicate that they would start the year in distance learning. We assigned those students to in-person classes. Teachers are instructing students in-person, while distance learning students participate via Zoom from the start of the school day. They take breaks for recess, lunch/recess, and PE classes. All enrichment classes are delivered through live streaming. The flexibility has been important as more students return to in-person instruction. After the first two weeks of school, only 10% of the district's student population were participating in distance learning. Additionally, we need students to be able to join class remotely if they have symptoms and need to stay home or are quarantined in the event they have been exposed to a positive or presumed positive case of COVID-19. The full day of interactive learning fulfills the interactive learning requirement set forth in SP98.

Stakeholder Engagement

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

Throughout the summer, the District provided Board meetings, Superintendent's Chats, and teacher meetings to inform the Learning Continuity and Attendance Plan. In addition, the District had a Health and Hygiene Committee and three Instruction Committees (Elementary School with grade level representation, Middle School with departmental representation, and Special Education with all three Special

Education teachers and service providers). In addition, at the end of the spring school closure we sent out an elementary parent survey and a middle school parent/student survey regarding our distance learning program. For the middle school survey, we requested that parents and students fill out the survey together. This gave us valuable feedback on our distance learning program, an idea of the learning gaps we might encounter in the new school year, and considerations for the distance learning program for the new school year.

Elementary Parent Survey -- 5/7/2020

Middle School Parent/Student Survey -- 5/9/2020

Board Meetings: 6/10, 6/18, 6/26, 7/9, 7/30, 8/6, 8/13, 8/18, 8/21

Superintendent's Chats: 6/12, 6/13, 7/13, 8/19

Committee meetings:

- Health and Safety Committee: 6/23, 7/21, 8/11
- Instruction Committees -- Elementary (6/10, 6/24, 7/27), Middle School (6/4, 6/15, 6/18, 6/24, 7/28), Special Education (almost weekly)
- Consultation Meetings regarding the waiver:

Two all staff meetings -- August 4th

Faculty Association meeting -- August 7th

Parent Meeting -- August 4th

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

All of the above venues were provided via Zoom. The School Community was updated throughout the summer on the reopening plans and distance learning information via letters from the Superintendent that were emailed (mailchimp). We notified the community of public Board meetings through posting the meeting notice and agendas on our website, through posting the agenda in three additional physical posting places, and through email notifications to families on our contact list (families who have requested notifications in addition to the postings). After Board meetings with special presentations about the reopening plans and distance learning, the Superintendent sent out an additional letter linking the presentation. Invitations to Superintendent's Chats were sent out multiple times through emails (mailchimp) and posted on our website. We had a large attendance at both Board meetings and virtual chats.

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

Students should wear face coverings throughout the school day regardless of distancing.
All students should wear face coverings -- K-8.

Protocols should be communicated to parents prior to the start of school.
Students and staff need visual reminders of the protocols throughout the school.
Staff should be COVID-19 tested before returning to campus for in-person instruction.
All students, including middle school students should be in stable cohorts.
The distance learning program should mirror what is done in the classrooms.
Parents wanted students to be able to continue learning via distance learning if they needed to keep them home with symptoms.
Parents found that students were not independent, particularly in the lower grades, with our management system.

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

Stakeholder groups informed the COVID-19 Prevention Plan which includes learning continuity and attendance planning --

- Changed policy on face coverings to all K-8 students required to wear face coverings
- Entered into an agreement with UCSD for testing all staff prior to the start of school
- Teachers and staff members asked for a section of the COVID-19 Prevention Plan that pertained only to staff protocol
- Teachers informed our determination of the assessments we would use to gauge learning loss, including the purchase of Literably, a new individualized online reading assessment.

Parents informed administrators during Superintendent Chats that they felt more interactive learning was important to the distance learning plan for learning continuity and accessibility to the same curriculum and experiences as in-person learners.

Parents found our Learning Management System cumbersome to use for distance learning -- difficult to upload, inconsistent use by teachers. We have changed the Learning Management Systems and have provided teacher training to ensure consistency. We purchased an additional Learning Management System for the lower grades so that students could be more independent with logging on and off and for retrieving and submitting assignments.

Parents and student comments caused us to purchase a new learning management system for K-2, and one for 3-8th grade students.

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 Rancho Santa Fe School District spent the summer planning for the safe reopening of school. The District studied health guidance provided by the CDPH, CDC, and the San Diego Health and Human Services Agency. In addition, the District reviewed educational guidance provided by the California Department of Education (CDE) and the San Diego County Office of Education (SDCOE). Our COVID-19 Prevention Plan was formulated with input from all stakeholders -- teachers, parents, and community. The plan outlines all of the protocols that were put in place at the start of the school year to ensure that the health and safety of our students and staff could be maintained. San Diego County was put on the "watchlist" in early July, and by mid-July, the Governor determined that schools could not reopen unless their counties had been removed from the watchlist. They also provided for a waiver option for Districts/schools in areas where epidemiological data was good and where the District/school was ready to provide in-person instruction. The waiver applied to TK through grade 6. We applied and were granted the waiver, and were able to reopen our K-5 school for in-person instruction on our scheduled start date of August 24th. We were the first public school in San Diego County to reopen for in-person instruction.

We started with distance learning instruction for our Middle School students, grades 6-8, on August 24th. San Diego County came off the watchlist on August 31st, a week after the start of school. We started in-person school for the Middle School on September 1st, the first date possible.

Our plans and protocols to keep all students and staff healthy and safe, are found in our COVID-19 Prevention Plan posted on the District's website. It includes protocols for the following:

- Symptom Monitoring:

All staff members are asked symptom screening questions each morning and their temperatures are taken with an infrared temperature scanner.

Parents were asked to sign a Health and Safety Agreement for their children which states that they will do symptom monitoring and temperature checks at home. In addition, we are doing visual wellness checks, asking parents if they checked for symptoms, and using infrared temperature scanners to check students' temperatures before they enter campus.

- Cohorting:

All students, including our middle school students, are kept in stable cohorts throughout the day. They have instruction all day with the same class, eat lunch with only their class, and play on the playground in a zone designated for only their class.

Elementary students have minimal transitions -- they have PE and enrichment classes each week.

Middle School students travel from one class to another with their stable cohort. We have 1 1/2 hour blocks, so transitions in a four-period day are minimal.

- Arrival/Dismissal:

Students go directly to their classrooms in the morning instead of our usual morning playground routine. In that way, we are not mixing students from different cohorts on the playground.

Students are seated by cohort to await their cars for pick up. Siblings are grouped and are picked up on a separate side. Walkers may go directly home.

- Health and Hygiene:

The District provided parent education on our health and hygiene protocols prior to the start of school. We also trained teachers and staff members on the protocols. Protocols exist for washing/sanitizing hands throughout the school day, respiratory etiquette, proper use and care of face coverings, restrooms, walking around campus, and physical distancing. Visual reminders have been placed in every area of the campus.

- Physical Distancing:

The District is a modern facility that was almost completely renovated in 2010. We have large classrooms that enable us to fit 16-18 students in a room with six feet of distance between the teacher and the students and the students with each other. We enforce physical distancing as students transition through campus, wait on lines for their teachers to pick them up from lunch, recess, or enrichment classes, while waiting for the restroom, etc.

- Face Covering:

We determined, based on teacher and parent input, that we would require all students in grade K-8 to wear a face covering throughout the day, unless exempt. All staff must wear face coverings and can wear face shields either in addition, or by themselves if warranted due to a short-term instructional need, e.g. teaching phonics.

- Cleaning and Disinfecting:

Students have their own supplies to limit sharing of supplies. Only in unique cases, e.g. lab materials, would students share materials. A UV wand was provided to all staff to disinfect shared supplies. We clean and disinfect high touch surfaces twice daily. We clean and disinfect the

desks/table tops, chairs, lunch tables, and playground between groups of students. Teachers were given rags and disinfectant to clean their classrooms as needed.

- Personal Protective Equipment

All teachers were given face shields, cloth face coverings, paper face coverings, and gloves that were distributed by the County Office of Education (provided by the state).

We purchased paper student face coverings to hand students if they do not bring face coverings from home or they soil or damage their face covering.

- Visitors

We do not allow visitors on campus at this time. We have a drop off protocol for parents who need to provide something for their students (forgotten supplies, lunch, etc.)

- Use of Outdoor Space

In order to physically distance students at lunch, we needed to expand our outdoor space utilizing tents for shade. These areas are also being used during the school day for instruction by classroom and enrichment teachers.

- COVID Response Team:

We have a designated administrator who leads the COVID Response Team. He is charged with working with our health office personnel to track absences, ensure that protocols are enacted when we have a positive or presumed positive case, and to do contact tracing of our school community should we have a case. His team meets weekly to review the efficacy of our protocols.

Our plans to determine which students should be targeted due to potential learning loss from the spring follow:

- All teachers kept notes of participation in distance learning, and the quality of student work turned in. This information was passed on to the next year's classroom teacher.
- The District is administering the iReady diagnostic assessment in reading and math to all K-8 students to determine each student's current knowledge and skills as we begin the school year. The iReady diagnostic assessment gives teachers information that will target the specific learning needs of their students. The iReady diagnostic will be done in mid-winter, and at the end of the year.
- The District purchased Literably, an individualized online reading assessment, to ensure that all students in grades K-8 were given an additional reading assessment to determine the student's reading level and skills. We will administer Literably for a baseline, but may replace it with our own individualized reading assessment (CRA) as the year progresses.
- Other assessments, e.g. math end of year testing for our elementary math program, will be given to students to determine learning loss.

Elementary school students identified as having a learning loss, will work with classroom teachers individually or in small groups, and may work with our Intervention teachers if needed (three reading, one math).

Middle school students identified as having a learning loss, will work with teachers in small groups in class, and individually in tutorial sessions.

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

Description	Total Funds	Contributing
The District has enhanced our assessment practices with the following diagnostics: Literably -- individualized reading assessment K-8	\$4,770.00	Yes
PPE, visual reminders for protocols, acrylic partitions, etc.	\$14, 575.00	Yes
Tents for utilizing outdoor space for lunches, classes	\$9827.00	Yes

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.]

Families who did not feel comfortable returning to in-person school were given the option of distance learning. We have a small percentage of students who currently engage in distance learning (approximately 10%).

We are utilizing Zoom for all students to engage in interactive learning throughout the school day, as follows:

Elementary School students sign on for their morning meeting with their classes and then continue to live stream the lessons for the rest of the school day, including enrichment classes. They break for recess, lunch/recess, and PE. We provide PE via asynchronous instruction. Students are assigned to an in-person class, and are a part of their classroom through the day, which will make a smooth transition for them should they return to in-person instruction at some point in the school year.

Middle School students are live streaming through the day utilizing Zoom. They join each class period. They break for lunch/recess and a ten minute break between classes to prepare for the next class. Students are assigned to in-person classes, and are a part of their classes throughout the day. This will make a smooth transition for when they return to in-person instruction at some point in the school year.

Teachers will pivot to distance learning for their entire classes if they are quarantined due to a positive or presumed positive case of COVID-19 in their classrooms (or school closure). If an individual is quarantined or must stay home with symptoms related to COVID-19, he/she will also be able to take part in the distance learning plan.

We purchased two new learning management platforms, Seesaw for grades K-2, and Schoology for grades 3-8. These systems allow for teachers to post curriculum objectives and assignments, give students needed instructional materials, and to message students and families. Both learning management systems are easier for students to use than our past system and students can have a greater degree of independence.

Parents are given the option to pick up needed supplies each week by visiting the campus and retrieving it from a table outside of the administration building.

In addition, we purchased SWIVL devices for every teacher to enhance our distance learners' view of the teacher and classroom.

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 arranged a pick up day for all distance learning students prior to the start of school. They received a student iPad. Different from the emergency school closure in the spring, the families that elected to participate in a distance learning program have access to good internet connectivity.

When we had the emergency school closure in the spring, we had several families without internet connectivity. We reached out to each family and gave them access through hotspots and/or coming to the school to utilize our internet (students from one family worked in the library each day). If we had a classroom or school closure in the future, we know the students who need our assistance and we would reach out to them in the same way.

Our expert Technology Department staff supports our families on a daily basis with malfunctioning devices, difficulties accessing the internet, and/or issues related to our distance learning program (uploading assignments, joining Zoom sessions, etc.). They also support our teachers and administrators with technology needs.

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 are responsible for participating in all of our live instruction and for turning in all assignments. Teachers take attendance each day of in-person and distance learning students and know if they are participating throughout the day.

Zoom has an attendance feature that we are utilizing to determine whether students are in each classroom through the day in elementary school and in each period class in middle school.

Teachers are the first contact for students not participating in Zoom lessons and/or not providing quality work on assignments. If the problem persists, administrators are calling parents of students who are not participating appropriately (the amount of time required, poor behavior, etc.). They will have conferences with parents and students to get them on track.

We are providing over and above the amount of time of interactive learning required by SB98. Students are required to log in at the start of school and teachers monitor how much time they are in class. Teachers report when a student is not logged on for the full amount of time of workshop lessons and time doing class assignments.

Students are asked to participate on Zoom in the same way as they participate in person. Students must participate in assessments in the same way as in-person students. They must also submit assignments. Parents either drop off work or they upload it to the learning management system. Teachers give students feedback and grade their work.

Parents of distance learning students will participate in parent conferences in the same way as in-person students.

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.]

We have three days of professional development for our teachers prior to the start of school. We provided the following:

- A two-hour workshop on engaging students with distance learning
- Schoology introduction
- Schoology tips and tricks by a veteran user
- Seesaw training

- How to work with distance learners and in-person learners at the same time

The technology training will be ongoing and determined by the needs of the staff. We have late start Mondays, two-hour grade level meetings each week in elementary school, and department meetings in middle school to provide the professional development training.

Staff Roles and Responsibilities

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

Teachers and Special Education staff have had to adapt to working with students both in-person and through distance learning.

Our new school counselor was hired to assist us with the transition back to in-person learning for the majority of our students and the implications of distance learning (isolation, feeling left out) for the small percentage of students who have opted for distance learning. She is facilitating groups via Zoom for both distance learning and in-person students so as not to mix cohorts. She is also assisting staff and parents with COVID-19 related issues.

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 four intervention teachers at the elementary school (three reading and one math). Each teacher will be working with students who were either on their caseloads during last school year, or who are identified by a teacher or parent due to struggles with distance learning (managing time, organization, etc.) last year or who have identified learning gaps on our assessments. They will work with students one-on-one or in small groups via Zoom. Our middle school students access their teachers during small group work time during class or via Zoom during tutorial.

Our Special Education team, including related services providers, deliver one-on-one instruction via Zoom to meet the IEP requirements of each distance learning student. Annual IEPs will be conducted via Zoom.

Our English Learners will continue to receive language support and support in reaching grade level standards through our ELPAC teacher in middle school, and through our Intervention teachers at elementary school via Zoom.

Our school counselor will provide "lunch bunch" for distance learning only students. She will also provide a "lunch bunch" mixing in-person and distance learning students with similar needs.

The District has one student in foster care who is participating in in-person instruction, and no students experiencing homelessness at this time.

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

Description	Total Funds	Contributing
Zoom Subscription, monthly charges	\$3,398.30	Yes
SWIVL devices for each of 41 classrooms	\$41, 730.31	Yes
Seesaw Learning Management System for Grades K-2	\$825.00	Yes
School Counselor, salary and benefits	\$73,779.00	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 spring school closure, the District continued to provide support through targeted instruction to meet the needs of our EL students, students in need of intervention and support, and our Special Education students. Within our distance learning program, EL students continued to receive language support, as well as support with achieving grade level standards from both classroom teachers and specialists.

In addition to providing lessons and assignments, classroom teachers at the elementary school and subject teachers at the middle school were available to answer questions and give support through email and Canvas (LMS) messaging. When we began utilizing our interactive learning platform, Zoom, elementary teachers provided class meetings and instruction in each of the core subjects once each week. Middle school teachers provided office hours for students each day of the week. After several weeks, we shifted to a schedule of interactive learning

sessions two days each week and office hours for the remaining days. Through interactive learning, teachers were able to assess student performance through their participation in lessons. Students also submitted assignments which gave our teachers information on our students' acquisition of the knowledge and skills at their grade levels.

Four full time intervention teachers and our Special Education aides worked with EL students and struggling students via the interactive platform (Zoom) to provide one-on-one instruction in reading, writing, and math at the elementary school. An intervention teacher was hired at the middle school to provide ELA and work habit/organization support for EL students and struggling students.

Due to all of our expert instruction and support, we believe our students will have little learning loss.

As we begin the 2020-2021 school year, we will assess all students (in-person and distance learning) as follows:

English Language Arts:

- iReady Diagnostic will be administered three times in the year to assess reading level and areas of targeted needs
- Literably -- individualized reading diagnostic will be used to develop a baseline of reading levels and skill proficiency
- On-demand writing will be used to determine current skill level in writing -- rubric will be utilized to determine skill level

English Language Development:

- ELPAC will be used to assess English language development
- Students participate in an EL curriculum which has unit assessments. We will monitor English Development progress through the unit assessments as well as listening and speaking in class, reading comprehension activities and assessments, and writing samples in each unit.

Math:

iReady Diagnostic will be administered three times in the year to assess knowledge of math content and skills

End of year assessments from the prior year will be administered to determine if elementary students mastered the math standards from the previous school year

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.]

In addition to classroom (elementary) and subject matter teachers (middle school) providing individual one-on-one assistance and small group instruction targeted to meet the needs of students with specific learning needs, our Intervention teachers support students with

significant learning needs (which may be caused by learning loss). The Intervention teachers are expert at targeting student needs and utilize different curriculum materials to meet those needs as follows:

Math Intervention: Students who have not mastered standards in a particular area will be provided instruction in a unit designed to meet those standards; they are continually assessed on standards and provided the needed units

Reading Intervention: Specific instructional materials are used for fluency, phonics, reading comprehension, etc.

English Learners: Specific curriculum is provided on English language development

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.]

We will measure the effectiveness of our learning loss strategies through ongoing formative and summative assessments. Teachers will administer the iReady assessment (reading and math) three times in the year, on-demand writing assessments three times in the year, individualized reading assessments throughout the year, math unit tests, and SBAC interim assessments (grades 3-8) in reading and mathematics throughout the year.

Our K-8 principal has monthly monitoring meetings with all grade level teachers (K-8) to monitor the progress of all of our students and determine additional interventions for those not making the expected progress whether learning in-person or through our distance learning plan.

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

Description	Total Funds	Contributing
iReady Diagnostic Assessment	\$6,270.	Yes
Literably Diagnostic Assessment	\$4,770.00	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.]

This year we began Morning Meetings at the elementary school and Advisory Meetings at the middle school. Teachers received professional development from our administrators, fellow teachers, and our school counselor on how to implement these meetings. Both in-person and distance learning students participate in these class meetings. Teachers provide "get to know you" activities as well as giving students a venue to discuss issues and concerns. Teachers began the year with discussions about COVID-19 as well, to alleviate some of the anxiety associated with the disease. For students who are distance learning, we felt that these meetings would give the students a chance to connect with their teachers and classmates.

We hired a school counselor for the first time this year and she has pushed into elementary classrooms to talk about what a counselor does and the services she provides. She provided a recording of a presentation about the services she offers for middle school students. The plan is to facilitate groups from different cohorts with similar needs via Zoom.

We also plan to run "meet ups" for middle school students that both in-person and distance learning students can participate in.

We will also do a "lunch bunch" to help with the social isolation our distance learning students are feeling as their in-person classmates have lunch and recess together.

We have a Social/Emotional Learning Committee with grade level representatives from each grade level K-8 who will continue to monitor student social and emotional well-being, look for signs of trauma and other impacts of COVID-19 on the school community, and plan for ongoing professional development.

Our School Counselor has reached out to staff as well. She is a resource for social/emotional learning curriculum and issues with students, but our staff can utilize her for their needs as well. She is providing some stress-reducing activities every Monday that she calls "Mindfulness Mondays". We plan to do more wellness activities through the year. Staff members may also stop in to see her by appointment. She is able to refer staff to EAP or Care Solace if needed.

Our School Counselor will also be doing some parent education as the year progresses. We have run parenting workshops in the past and she will work with us to provide some additional workshops on dealing with COVID-19 related issues.

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.]

At this time our distance learning population is low, approximately 10% of our school population. We are identifying students who are not participating in the following ways:

- Attendance clerk is compiling daily lists of instructional minutes for distance learners
- Teachers are reporting students who are not participating in the interactive instruction (logging on, but not participating) to administrators
- Teachers are reaching out to students and then to parents if students are not participating, are participating inappropriately, or who are not handing in required assignments
- Teachers are requesting translation services through our ELPAC coordinator if they require a language other than English.

Administrators are calling, emailing, and having virtual meetings with families to let them know expectations. We will start truancy proceedings for students who do not participate in interactive learning in the same way we do for in-person learning.

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 do not operate a food service during the school year and do not provide students with meals.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Pupil Participation and Progress)	Purchase of Learning Management Seesaw to facilitate pupil participation in our distance learning program in grades K-2	\$825.	Yes
Distance Learning Program (Pupil Participation and Progress)	Purchase of SWIVL devices to enable distance learning students to better access instruction	\$41,730.	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Purchase of Literably to assess student reading level and skills	\$4,770.	Yes
Mental Health and Social and Emotional Well-Being	Employment of a school counselor to assist all learners with trauma related to COVID019	\$73,779.	Yes
In-Person Instructional Offerings	Tents	\$9,827.	Yes
In-Person Instructional Offerings	PPE, visual reminders, etc.	\$14,525.	Yes
In-Person Instructional Offerings	iReady Diagnostic Assessment	\$6,270.	Yes
Distance Learning Program (Continuity of Instruction)	Zoom subscription	\$3,398.	Yes

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
1.46%	\$58,060

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 District currently has one foster youth (not enrolled last school year), a small percentage of English learners (4%), and we are a resident school with no low-income students. We considered the needs of our English learners in considering our plan. As they did not access distance learning as effectively as our non-English learner population, we knew that providing in-person instruction as soon as we could do so safely would be most advantageous to our students.

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

We will be doing a careful assessment of our EL students' possible learning loss at the start of the school year. We are providing English language development services as well as intervention support to EL students as needed.