

# 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
Reedley Middle College High School	Ron Pack Principal	pack-r@kcusd.com (559 )305-7050

## General Information

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

Reedley Middle College High School is a 9-12 dual enrollment program on the Reedley College campus and a dependent charter school under the Kings Canyon Unified School District. We serve students from both KCUSD as well as from other school districts in adjacent counties. RMCHS will serve 250 students in the 2020-2021 school year. Because RMCHS has only been in existence for the past 8 year, we have been steadily increasing our enrollment. We will max out this year due to our facility size. During the 2019-2020 school year, 84% of students were Hispanic/Latino, 13% were White, and 1% was American Indian/Alaska Native, .5% were Asian, and 2% were two races or more. RMCHS had 22% of students in the 12th grade last year, 22% that were in the 11th grade, 28% in the 10th grade, and 27% in the 9th grade.

Last year, 78% of our students were socioeconomically disadvantaged, 1% of students that enrolled had a disability, 3.5% were migrant students, and 1% were EL students. Throughout the period of COVID-19, has adjusted its delivery of academic and co-curricular services utilizing the guidance of local and state public health officials. On March 13, 2020, RMCHS, in alignment with the Kings Canyon Unified School District (“KCUSD”), elected to close schools to students and begin non-student days (i.e. school closure) in response to COVID-19. This action resulted in non-student days being declared for March 17, 2020 through the end of the academic school year. During this period of time, students accessed their coursework using the Google Classroom platform. Teachers posted instructions and materials for students to complete at their own pace, but meeting assignment deadlines. Unfortunately, many students made less progress working from home than they would have physically attending school due to their various learning styles.

Kings Canyon Unified is located in both Fresno County and Tulare County. Both counties are currently on the California COVID County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. In turn, Reedley Middle College High School will also begin with remote learning for the 2020-2021 school year. In our Distance Education model, students will participate in their high school courses by joining daily Zoom classes in which the teacher will present material to the class, live (synchronous). Students will be allowed to work independently following the teacher instruction on Zoom each day (asynchronous). RMCHS will run classes on a block

schedule in with odd period classes such as periods 1,3,5, and 7 will be held on Monday and Thursday. Even period classes such as periods 2,4, and 6 will be held on Tuesday and Friday. All periods will be held on Wednesdays.

Until RMCHS students are able to return to our school sites for in person instruction and support, we will continue to work with students and parents by providing hotspots, computers, and even hard copies when necessary to ensure students have access to all materials.

## Stakeholder Engagement

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

In order to solicit meaningful feedback for the purpose of developing the Learning Continuity and Attendance Plan and to gain input on how to better serve the students of KCUSD upon reopening of schools in either a hybrid or 100% distance education format, a variety of engagements took place to include critical stakeholders.

Upon the conclusion of the 2019-2020 school year, a parent survey (both English and Spanish) was sent out to parents via District and school websites which resulted in responses from many of our families. Topics that were surveyed were access to technology and connectivity, preference of instructional model for reopening of schools, transportation, and safety.

Regular feedback was obtained on plans and revisions from collective bargaining units. Kings Canyon Teachers Association provided input on plans during meetings on July 15, 21 and 30 in addition to participation in the KCUSD ReStart Committee meetings held on June 3, 8 and 29. The KCUSD chapter of the California School Employees Association provided feedback on plans during meetings on June 10, July 15 and 31 in addition to participation in the KCUSD ReStart Committee meetings held on June 3, 8 and 29.

The previously mentioned District ReStart Committee met to inform plans to reopen on June 3, 8 and 29. This committee was composed of classified staff, teachers, administrators and parents and provided input as to the models to consider for reopening schools in August, supports that would be needed and necessary safety measures that would need to be put in place.

Special Education teachers and administrators provided input for the structure and supports that would need to be put in place for August and reopening of schools, whether this would be in a hybrid or 100% distance education format.

Principals were asked to provide input on all plans through regular administrative meetings on June 8, 11, July 13, 20, 27, 28, 29 and August 4. Principals reviewed and provided input on draft plans leading up to the return of school on August 12, 2020.

In order to get student input for the Learning Continuity and Attendance Plan, a high school listening group was convened on August 7, 2020. Students provided input on the need for supports for students, social-emotional supports and recovery of learning loss.

A draft of the Learning Continuity and Attendance Plan was presented to both the District Advisory Committee (parents and administrators) and District English Learner Advisory Board (parents of English learner students from all sites). Questions posed were responded to in writing and posted on the District website at [kcusd.com](http://kcusd.com). In order to allow for public input on the draft of the Learning Continuity and Attendance Plan, a public comment period was available via a survey posted on the District webpage from Monday August 31-Monday September 7, 2020. Individuals could also view a copy of the draft in the main office of the Educational Resource Center (District office) and leave their input in a drop box.

A public hearing was held during the regularly scheduled Board meeting on September 8, 2020 and was adopted at the regularly scheduled Board meeting on September 22, 2020.

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

In order to allow for remote participation in public meetings and public hearing, Zoom Webinar was utilized for Board meetings held over the summer and for District English Learner Advisory Committee and District Advisory Meeting sessions on August 24, 2020. Individuals were able to view a copy of the draft in the main office of the Educational Resource Center (District office) and provide their input in a drop box during the public comment period in addition to the online feedback form.

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

Specific feedback from each group mentioned above in more detail.

**Collective Bargaining Units:** Bargaining units provided specific feedback related to safety and conditions of work during the pandemic and contributed to the development of the Return to School Plan. Both KCTA and CSEA expressed that it would be essential to follow safety measures including facial coverings, hand washing/sanitizing, physical distancing, path of student and staff traffic and common areas on campus, daily cleaning and disinfecting procedures, health screenings for staff, students and visitors. Both groups felt it was essential that district and site procedures and COVID protocols were clear and well communicated. It was important that all staff be familiar with the KCUSD decision tree protocol. Communication around the Family First Coronavirus Relief Act was an area that was considered of highest importance.

**Certificated and Classified Staff:** Through input provided during ReStart Committee meetings and through individual conversation with teachers, feedback was provided regarding both hybrid and virtual academic schedules. It was important that there was uniformity, consistency and equity for all students through these schedules. It was important that the unique needs of students in particular grade levels be considered to establish the best schedule possible. Teachers also expressed that safety measures including facial coverings, hand washing/sanitizing, physical distancing, path of student and staff traffic and common areas on campus, daily cleaning and disinfecting procedures, health screenings for staff, students and visitors were clearly established and communicated. Teachers also expressed the need to have sufficient PPE available.

Parents: Parents were mostly concerned about scheduling and safety protocols. Parents expressed concern about families that have multiple students at multiple schools and the need to have comparable schedules if opening in a hybrid model. They appreciated the Safe Summer Send Off and hoped that KCUSD could bring students back in a limited way prior to the start of school in August. They provided input regarding the need to have siblings on the same “track” or A/B type schedule. They also expressed the need to have safety measures including facial coverings, hand washing/sanitizing, physical distancing, path of student and staff traffic and common areas on campus, daily cleaning and disinfecting procedures, health screenings for staff, students and visitors were clearly established and communicated. Parents were also concerned about having sufficient connectivity and devices for all students, especially for households with multiple students.

Students: Students explained that they wanted to make sure that communication was clear, consistent and timely. They expressed appreciation for the communication provided through the variety of digital platforms and explained that it was helpful, but requested more frequent check in by teachers and SEL providers. Student suggested creating a virtual space for extra support and supply other services and supports such as group meetings, one on one time with teachers for students that need extra support. Students provided input on pre-recorded lessons and guides. Expressed the need for access to counselors, social workers and other SEL services as this is a difficult time for many students. Students also expressed that incentives such as weekly student of the week and token rewards/awards would be helpful in increasing student engagement and participation.

Administrators: Meeting instructional minutes was a major point of discussion and input from administrators. Administrators wanted to make sure that minutes could be met regardless of the model KCUSD would utilize to open the 2020-2021 school year. Uniformity of schedule at different grade levels was important to this group. Plans and suggestion for how to support each stakeholder group were discussed and agreed upon. Professional development was a concern for administrators considering the digital platforms that will be utilized this school year. Expressed the need to continue to communicate frequently to all stakeholders on a regular basis.

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

Input collected from each of the stakeholder groups greatly influenced decisions made for the Learning Continuity and Attendance Plan. The following aspects of the plan were heavily influenced by input provided by stakeholder groups:

Collective Bargaining Units: Based on input from CSEA, current classified staff would not lose positions, but would continue to work in modified job assignments. Unit members agreed to receive training and serve in modified placements such as instructional assistants, technology support, grounds maintenance and food service. KCTA provided an abundance of input on remote work under special circumstances to ensure that there is no loss of income due to the pandemic and provide the services students require. A memorandum of understanding was collaboratively drafted and agreed upon which reflect the conditions of work outlined throughout this document.

Certificated and Classified Staff:

Certificated staff contributed directly to the supports that would be provided to students through virtual platforms and delivered much of the professional development that was conducted during buy back in August. Teachers were given input on what professional development

would be needed both to start year and throughout the period of distance learning. Teacher input was considered in the purchasing of PPE in preparation for when students are able to return to campus.

Classified staff collaborated with site and district leadership to make the following adjustments to several positions in support of distance education (details outlined in the plan):

Visual and Performing Arts (VAPA) Techs

PE Techs

Food Service

Transportation

Parents: Through the parent survey input and participation in the ReStart Committee, sufficient hotspots and devices were purchased to address the issue of families that could not afford internet connection or did not have a device of their own. Parents also expressed that they appreciated the Safe Summer Send Off that was conducted at the end of the school year and would appreciate a similar experience to start the upcoming school year, which resulted in bringing students to campus to have a 1:1 meeting with teachers in preparation of the school year.

Students: As a direct result of the feedback provided by students in KCUSD, supports have been outlined for social-emotional supports and a robust tutorial system to extend beyond the traditional school day. Student schedules were built to allow flexibility for older students to support younger siblings per feedback provided by the student listening group.

## 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.]

Reedley Middle College High School is a dependent charter school under the Kings Canyon Joint Unified School District. KCUSD is located in both Fresno County and Tulare County. Both counties are currently on the California COVID County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year.

Once students are allowed to physically be back on our campuses, RMCHS plans to meet social distancing guidelines by having all students on a modified schedule and implementing structured procedures and routines for teachers, students, and parents. Students will be assigned to a team. Students on Team Monday/Thursday will attend campus on Mondays and Thursdays and every other Wednesday. Students on

Team Tuesday/Friday will attend our campus on Tuesdays and Fridays, and every other Wednesday. RMCHS will make every effort to assign families in the district to the same team so that siblings attend school on the same days and can support each other at home on the same days. Providing a modified schedule for students allows RMCHS to keep class sizes low enough to ensure 6 feet of social distancing space between desks and paths of travel both inside and outside of the classroom.

All students, parents, and teachers will be COVID screened prior to entering any campus buildings to ensure both student and teacher safety.

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

Description	Total Funds	Contributing
Materials and supplies for custodial services to ensure appropriate disinfecting throughout the day.	1000.00	No
<p>Materials and supplies for visual reminders and signage around campus to promote social distancing and health habits.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide for increased attendance in an effort to increase work production and eventually credit accumulation.</p> <p>Research -The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools, Robert Balfanz Vaughn Byrnes  <a href="http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_may16.pdf">http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_may16.pdf</a>                      Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism   <a href="http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html">http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html</a>                      It is our expectation that this action will result in increased attendance, increasing CAASPP scores, and increased graduation rate.</p>	5000.00	Yes
Supplemental pay for teachers to prepare/plan for hybrid instruction (students on campus some days, off campus others)	20,000	No

Description	Total Funds	Contributing
Online licensing to increase student interaction, engagement, and access during "at home" days on our modified schedule.	15,000	No
Update teacher technology to improve the use of digital tools in the classroom.	5485	No

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Reedley Middle College High School is a charter school under the Kings Canyon Joint Unified School District. KCUSD is located in both Fresno County and Tulare County. Both counties are currently on the California COVID County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. In our Distance Education virtual model, students will participate in daily classes with their teachers using the video conferencing platform, Zoom. Students will follow a block schedule where they attend odd periods on Monday and Thursday and even periods on Tuesday and Friday. Students will attend all periods on Wednesdays. Students will participate in both direct instruction from teachers (synchronous) and independent application of learning (asynchronous) daily. Both daily student work and interactions within a live classroom online meet the state of California's requirements for attendance. Students with disabilities receive accommodations and support per the student's IEP. Students with IEP's have a case manager that meets with them virtually weekly to address IEP goals and provide academic support.

Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

In order to ensure continuity of instruction, RMCHS, under the guidance of KCUSD, will utilize the following roadmap to provide the most equitable education possible given the current conditions:

#### Professional Learning Communities

PLCs are essential to the improvement of student outcomes and teachers' instructional practices during both synchronous (live, direct instruction) and asynchronous learning (independent student work).

Utilize a Leadership Team/Guiding Coalition to support site's vision and plan  
Build capacity of Leadership Team/ Guiding Coalition and collaborative team leaders  
Provide effective and regular feedback (including written) to every collaborative team  
Closely monitor collaborative teams activities through agendas, minutes, observations and team products

#### Guaranteed and Viable Curriculum

KCUSD adopted core curriculum will be utilized and will follow KCUSD pacing.  
District Supported Programs and Digital Tools  
Access computer based programs through the KCUSD Clever Portal  
Utilize the KCUSD research-based programs and digital teaching tools listed

#### Planned Synchronous Instruction

Synchronous (In class - face to face instruction) Instruction and learning that happens with real-time interactions.  
Ensure teachers have planned synchronous lessons  
Ensure face to face instruction of core content is maximized  
Teacher instruction (digital programs are not used during this time)  
Ensure teachers can identify and are aware of their most vulnerable students needs: EL, SpED, 504's  
Ensure Designated ELD is provided to all English Learners  
Ensure instructional supports are provided to address the needs of students with IEPs and 504 plans  
Instructional time is protected (minimize class time interruptions)

#### Planned Asynchronous Instruction

Asynchronous (Out of class) Instruction and learning connected to synchronous lessons that happen without real-time interactions.  
Ensure teachers plan asynchronous lessons connected to synchronous learning  
Lessons may include purposeful practice of new learning and frontloading for new content.  
Lessons may be a combination of paper/pencil and technology  
To counteract the lack of face to face instructional time, require teachers to support all students with learning at home by utilizing the KCUSD digital teaching tools

Examples: 5th grade math support with Screencastify, 1st Grade ELA support video, 1st Grade Home Based Learning, 5th Grade Home Based Learning with Google Slides  
Integrated ELD strategies and Primary Language supports such as Google Translate  
Video instruction recorded in primary language  
Read and Write for Google etc.  
Additional supports to address the needs of students with IEPs and 504 plans

#### Supplemental Computer-based Programs

Supplemental computer-based programs may be used in addition to synchronous and asynchronous instruction; however, they may not be used to replace instruction.



Example: Accelerated Reader, Lexia, Imagine Learning, IXL, Epic, etc.

#### Teacher Feedback

Administrators will continue to provide teachers with constructive, consistent, and timely feedback on their asynchronous and synchronous instruction to provide them an opportunity to reflect, improve, and/or increase their effectiveness.

#### Student Feedback

Feedback allows students an opportunity to reflect, improve, and/or increase their learning, which then may allow a teacher to assign a grade.

KCUSD will ensure teachers have a system to provide students constructive, consistent, and timely feedback on their learning (asynchronous/synchronous).

#### Grades

Grades assign a value to student output after students have been taught and have been given feedback to improve and/or increase their learning.

Grades are to adhere to the board policy.

Grades reflect learning of content not responsibility/citizenship

Students in grades 9-12 will receive letter grades

#### Communication

Parent Square will be utilized to provide two way communication from District, school, and teachers to the home in support of student learning.

## 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.]

KCUSD will be working directly with individual families during the first week of school to ensure that all families have the devices and connectivity required to access Distance Education. Utilizing survey data collected from parents and school sites, KCUSD has ordered sufficient mobile hotspots to check out to families to ensure connectivity to the internet and has sufficient Chromebooks to ensure that every students that needs a device will have one. Families have also been notified of resources in the community on how to access free or low cost internet through Fresno State Connect and information on how to connect with free internet access points in the community. These devices will be distributed the first week of instruction along with parent training on how to access the necessary software, websites and tools that will be utilized as part of the Distance Education instructional model.

## **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.]

Reedley Middle College High School will assess and evaluate student progress through a standardized instructional delivery model that will include daily live interaction via online based face to face sessions (synchronous) and independent, guided work (asynchronous) utilizing the District's Board adopted guaranteed and viable curriculum. These daily interactions will satisfy the minimum instructional minutes outlined by the CDE of four hours for grades 4-12. Contributing to the meeting of these instructional minutes, time value of assignments will be determined for assignments that completed during both synchronous and asynchronous instruction. Reedley Middle College High School will also assess and evaluate student progress via work analysis, assessment review, and face to face dialogue and interaction utilizing video conferencing.

## **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.]

Professional development will be ongoing throughout the year, beginning with teacher Buy-Back sessions in August and through established Wednesday professional development schedules. Teachers participated in professional development around Zoom video conferencing, Google Classroom, and Scean Castify at the initial beginning of year buy-back sessions. Technology support will be available to students, parents, and staff through the District technology department including a technology support call line available to anyone who requires support.

## **Staff Roles and Responsibilities**

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

As a result of the COVID-19 pandemic, the way in which instruction and daily operation of the District is conducted has been modified. Reedley Middle College High School is a dependent charter school under the Kings Canyon Unified School District. KCUSD is located in both Fresno County and Tulare County. Both counties are currently on the California COVID County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. The Reedley Middle College High School program will continue but will be delivered virtually.

Due to these current unforeseen and unprecedented circumstances resulting from the COVID-19 pandemic, some certificated and classified staff have been asked to perform duties not regularly contained within their current job description.

Certificated: Teachers that typically would be meeting with students face to face for weekly meetings now meet with students virtually. In addition, teachers are asked to reach out to students more regularly than they typically would to maintain a connection with students throughout the week. Due to the program being 100% virtual, teachers are becoming experts in technology tools and software to create interactive and engaging online environments for students.

Classified: Custodial staff have been spending significantly more time disinfecting the school site and wiping down doors, handles, counters, etc. during the day than they would during a traditional year to ensure the safety of staff, students, and parents when visiting our campus. In addition, custodial staff assists with student drive throughs and materials/textbook distribution.

#### Food Service

Food service staff that was assigned to RMCHS are now assigned to different roles at other school sites RMCHS is not a meal distribution site.

## 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.]

### Foster and Homeless Youth

Foster and Homeless Youth will be monitored regularly by the appointed Foster/Homeless Liaison (School Social Worker). The Liaison will be responsible for assuring the identified students are connected to resources they may be lacking (clothing, food, medical support, etc.) The Liaison will provide monthly mailings to be sent to any foster or homeless students, encouraging their active participation in distance learning, and providing them with materials that may be of interest to them (enrichment reading, resource brochures, small clothing items, etc.) The purpose of these mailings is primarily to keep students in touch with a trusted adult, to whom they can turn for any of their unmet needs. The intended interaction at each school site will be with the family connections technician, or appropriate staff. The following strategies will be administered to support our Foster and Homeless Youth:

1. Frequent parent/guardian connection/outreach to assess current living situation, physical and mental health, educational basic needs of foster and homeless youth/families.
2. Per partnership with FCOE, there are a designated number of chromebooks/tablets/phones/hotspots available for Foster Youth. Foster/Homeless Liaison and Student Connections School Counselor will collaborate to determine students to prioritize and distribute these materials accordingly.
3. When transportation is an issue, school personnel will ensure that materials are delivered to the student.
4. Ensure Foster and homeless receive the District's plan to food distribution (i.e., follow-up with youth and their parent/guardian to answer questions, and/or make a list to provide to the youth and their parent/guardian).
5. Contact student/their parent/guardian to determine transportation availability, and if they do not have transportation readily available, provide transportation access accordingly (i.e., either District-provided transportation, and/or public transportation vouchers, etc.).
6. All Foster/Homeless will be prioritized to receive social/emotional support, as needed.

7. At the high School Level, at-risk Foster and Homeless Youth will have access to the Student Connections School Counselor to provide an additional positive adult relationship and access to resources as appropriate.

8. Foster/Homeless youth grades will be monitored and students will be referred/connected to appropriate instructional support via Virtual After School Program Supports.

9. The Liaison will be responsible for assuring the identified students are connected to resources they may be lacking (clothing, food, medical support, etc.)

10. The Liaison & Student Connections School Counselor will provide previously mentioned mailings to be sent to any foster or homeless students, encouraging their active participation in distance learning, and providing them with materials that may be of interest to them (enrichment reading, resource brochures, small clothing items, etc.)

#### Special Education

As KCUSD will be offering distance education for all students, special attention will be provided to students with disabilities to ensure they are fully integrated into every aspect of preparation and participation, and to ensure the academic, social emotional and developmental needs of all students are addressed and decisions benefit all students, staff, and families (CDE, "Stronger Together, 2020)

In order to ensure that this happens, KCUSD will implement the following actions:

1. Students will receive the same instructional minutes as general education and receive IEP services during distance education in accordance with SB 98.

2. IEP meetings will continue in support of student success and will be conducted through virtual platforms.

3. All IEPs moving forward will document emergency distance learning services in the event that a similar pandemic or emergency situation arises in the future to mitigate learning loss.

4. KCUSD has utilized funding to support students with the technology they will need in order to have access to the resources necessary to fulfill their academic and social emotional needs

5. Due to the pandemic, additional speech support will be required to provide those related services to students.

6. KCUSD will provide additional technology to staff to facilitate the delivery of online instruction and maintain communication with families regarding student progress and updates on IEPs.

7. In order to support students and staff with accurate assessments, KCUSD has purchased additional test kits to support increased efficiency during the pandemic.

8. Students, families and staff will be supported with access to additional social emotional resources through the District created Social Emotional and Behavioral Learning web page on the District website.

9. Parents will be invited to participate in District wide Special Education “Coffee Hours” to discuss any issues and provide suggestions as to how to better support students with disabilities.

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

Description	Total Funds	Contributing
Provide students with chromebooks and internet access at home	\$40,000	No
Supplemental pay for teachers to provide extended day support remotely.  This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting and through the use of technology. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	\$10,000	Yes
Professional Development related to distance education and digital tools	\$3934	No
Supplemental pay for staff to create virtual parent workshops and academic recognition events to be share with the school community remotely.	\$5000	No
Classroom technology/furniture to support a teacher "hub" to run distance learning classes from.	\$10,000	No

## **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.]

The school closure due to COVID-19 in the spring slowed down learning progress for most students at RMCHS. While students had access to curriculum and support, they were able to work at their own pace and accountability for student participation and work completion was low. RMCHS plans to respond to learning loss in the following ways:

- Additional tutoring and office hours with teachers for support
- Credit recovery course options using online curriculum providers
- Scaffolding in all classes to support students where they are academically
- Frequent checks for understanding during synchronous class time
- Small groups via Zoom for additional student support
- Winter and summer recovery opportunities for student to make up lost credit

RMCHS teachers will measure learning through the use of classroom observations, student interactions, formative assessment, and assignment analysis.

## **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 the learning loss strategies indicated above, students that experienced slower progress in the spring due to the COVID 19 school closure will have more frequent contacts by their teachers and support staff for encouragement. In addition, teachers will provide students with additional "office hour" and "support hour" opportunities to make sure students have multiple opportunities to get the support they need to be successful in their online courses.

## **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.]

The effectiveness of learning loss strategies at RMCHS will be measured by analyzing student assignments, assessment results, course grades, and teacher/student interaction.

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

Description	Total Funds	Contributing
<p>Winter and summer sessions for students to recovery lost credits.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Making Summer Count : How Summer Programs Can Boost Children’s Learning                      Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross  <a href="http://wallacefoundation.org/knowledge-center/summer-andextendedlearning-time/summerlearning/Documents/MakingSummer-Count">wallacefoundation.org/knowledge-center/summer-andextendedlearning-time/summerlearning/Documents/MakingSummer-Count</a></p>	<p>\$50,000</p>	<p>Yes</p>
<p>Credit recovery licensing through Fuel Education</p>	<p>\$10,000</p>	<p>No</p>
<p>Supplemental pay for teachers for additional tutoring/support outside of the school day</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting and through the use of technology. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	<p>\$5000</p>	<p>Yes</p>

**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.]

In KCUSD, the social and emotional needs of students will be a focus for all staff. Teachers will be advised to report to site administrators any concerns for students who appear listless, disengaged, lonely, isolated, food deprived, depressed, or in need of support in any way. In order to address these needs, staff members will make a referral to site administrators who will:

1. Request that the teacher contact the parent to check in on wellness of student.
2. Request that the appropriate classified staff make a home visit to learn more about the situation.
3. Engage social emotional support
4. Create a plan for weekly follow-up regarding resources for family, for no less than 1 month.
5. Where necessary involve Child Protective Services.

To address the impact of COVID-19, on pupils and staff, RMCHS will provide a social worker (split between multiple district sites). RMCHS staff will have the opportunity to be trained in Adverse Childhood Experiences (ACEs) as well as Suicide Prevention Strategies.

The following structures have been put into place to provide the necessary social and emotional supports for students.

#### Support for Students

The District Social-Emotional (SEL) website will provide tools, resources, and additional information related to social, emotional, and behavioral learning. The site will be updated at least once a month.

All Tier 1 students will receive a phone call from a school paraprofessional (e.g., health aide, campus assistant, instructional aide, etc.) to answer questions about their social-emotional well being in the fall and spring. The questionnaire was developed by the district school psychologists and social workers. School psychologists and social workers will provide an in-service to the paraprofessionals before making the phone calls.

All Tier 2 and Tier 3 students will receive a call from the school psychologist, social worker, or on-site counselor to answer questions about their social-emotional well being in the fall and spring.

#### Support for Staff

The District SEL website will provide tools, resources, and additional information related to social and emotional well being for staff. The website will be updated at least once a month.

District-wide presentation by a motivational speaker (i.e., Jean Steel) will address social-emotional well-being.

All school employees can be assisted at no cost by calling the District support line. School psychologists and social workers will be available from 8:00 a.m. to 5:00 p.m.

Employee Assistance Program (free counseling via Value Options) is available to all full-time employees.

All teachers will participate in the Kognito suicide prevention training in the fall.



### Support for Mental Health Professionals

The District SEL website will provide tools, resources, and additional information related to social and emotional well-being for staff.

The website will be updated at least once a month.

District-wide presentation by a motivational speaker (i.e., Jean Steel) will address social-emotional well-being.

Employee Assistance Program (free counseling via Value Options) is available to all full-time employees.

Each mental health professional will have an accountability partner who he/she checks in with monthly.

School psychologists and social workers will engage in professional learning as they collaborate each month (PLC).

### Support for Parents

The District SEL site will provide tools, resources, and additional information related to social, emotional, and behavioral learning.

The site will be updated at least once a month.

Parents will receive a handout with the following information in the fall:

The district SEL site

Warning signs parents should be looking for

How to request social-emotional support from the school psychologist or school social worker

## Pupil 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 District will work to maintain its history of strong attendance and student engagement.

1. Teachers and secretaries will be trained to implement the state's 3 methods for students being accurately indicated as present:

on-line participation viewable by teacher, work completion, or same day phone contact.

2. Teachers will be supplied with the District's plan for time-of-day attendance to be taken.

To support students who have not engaged in Distance Education, KCUSD will implement a tiered system for the purpose of getting students re-engaged in learning and connect with necessary supports.

Tier 1:

1. Family Connection Technician and/or Community Aide send message on district's parent platform, Parent Square.

2. Teacher also to attempt at least 2 calls during asynchronous times, same day of absence.

3. All re-engagement attempts to be logged by staff.

Tier 2:

1. Students not engaged 60 % of the week will be contacted by High School: Counselors or Social Workers, to warn of danger of no credit due to absences.
2. All staff making contact with students/parents are strongly advised to watch for signs of social or emotional stressors, which should then be reported to site administrators.

Tier 3:

1. Students who continue to be disengaged for more than 5 consecutive school days, will have a home visit done.  
High School: Utilize Campus Assistants, Transition Team, Counselors, or other appropriate staff
2. All staff making contact with students/parents are strongly advised to watch for signs of social or emotional stressors, which should then be reported to site administrators.
3. Students and parents failing to respond and re-engage will begin the SARB process.

## 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.]

Reedley Middle College High School is a dependent charter school under the Kings Canyon Joint Unified School District. KCUSD is located in both Fresno County and Tulare County. Both counties are currently on the California COVID County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. Students who are eligible for free or reduced-priced meals in KCUSD will continue to receive meals during the Distance Education period as well as when students are able to return to school in the hybrid return to school model.

In order to offer meals to students during distance education, the district will be operating under the School Breakfast Program (SBP) and the National School Lunch Program (NSLP). Under these programs only students who are enrolled can receive a meal. The district intends to provide opportunities for students to receive breakfast and lunch on a daily basis while under the Distance Education plan. School sites not serving (Dunlap Leadership Academy, Kings Canyon High School, Reedley Middle College High School, Mountain View School) will be allowed to pick up meals at the nearest open location listed below.

Distance Education is scheduled to resume August 12, 2020. RMCHS students can pick up breakfast/lunch at the following school sites:

AL Conner Elementary  
Alta Elementary  
Citrus Middle School  
Dunlap K-8 School

Grant Middle School  
Great Western Elementary  
Jefferson Elementary  
Lincoln Elementary  
McCord Elementary  
Navelencia Middle School  
Orange Cove High School  
Reedley High School  
Riverview K-8 School  
Sheridan Elementary  
Silas Bartsch K-8 School  
TL Reed K-8 School  
Washington Elementary

Monday - Friday

Breakfast and Lunch will be served simultaneously from 12:00 pm to 12:45 pm.

\*Meals will include a hot lunch and cold breakfast (menu subject to change).

Food distribution will be conducted through a "drive-through" method to minimize large gatherings in public areas and maintain safe social distancing. Staff will be wearing face masks and/or face shields and will continue to use gloves, hairnets, barriers and aprons to protect themselves and others. Sanitization is done regularly throughout the day and hand washing is done frequently when changing tasks to prevent cross contamination. Tables/carts will be utilized as barriers when practicable in support of safe social distancing as well as barcodes and scanners to identify students in a hands free manner. Staff will utilize adjoining rooms and cafeterias to minimize staff congregation during meal prep.

Once schools are able to reopen to students under the KCUSD Safe Return to School Plan, meals will be able to be distributed at school sites.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Educate students/parents on distance education through parent workshops and school site council meetings - materials and supplies	\$3000	No
Stakeholder Engagement	Supplemental pay for classified staff for parents meetings and interpretation outside of the school day.	\$1500.00	
School Nutrition	Students at RMCHS will participate in the district food services program will receive breakfast and lunch at a site closest to their place of residence.	\$0	No
Mental Health and Social and Emotional Well-Being	Students at RMCHS receive socioemotional support through KCUSD social workers and On-Site counselors at no cost to RMCHS.	\$0	No

## 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
26.57%	557,699

### 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.]

Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

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

The "contributing" actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help [insert district name] balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 26.57% using the dollar amount of \$557,699. 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. Therefore, RMCHS has demonstrated that it has met the minimum proportionality percentage by expending \$557,699 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as "contributing", the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement:

Reedley Middle College High School will provide the following additional support and services to support our unduplicated students:

- Provide ongoing professional development and collaboration time to improve instructional strategies and share best practices.
- Provide students with extended day tutoring and support opportunities.
- Provide students with ELD instructional support
- Provide a CTE instructor so that students have access to Career Technical Education courses at RMCHS.

- Materials and supplies for intervention support
- Provide a school counselor that focuses on the improvement of college and career readiness
- College tutors that support students in both college coursework and high school mathematics
- College study trips and campus tours. This will be modified to include virtual campus tours and remote college presentations.
- Provide students with access to co-curricular activities such as FFA, The RMCHS Egg Enterprise, and an RMCHS T-Shirt

Enterprise. Funding will support teachers salaries and materials/supplies

- Winter session and summer school opportunities for students to recover credits and take coursework not otherwise offered during the school year due to scheduling conflicts.
  - Salary for campus assistant to ensure the safety of students while on campus.
  - Student incentives and rewards for positive attendance and academic performance.
  - Academic awards to recognize students for academic performance. This includes pay for teachers/staff to assist in creating a virtual version of an academic awards ceremony.
- Staff supplemental pay to facilitate parent education workshops.