

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

COVID-19 pandemic has had an adverse impact on Raisin City Elementary School District (RCESD). As of the closure of schools, on March 13, 2020, RCESD continued providing meals to all students from March 16, 2020 to June 30, 2020, including Spring break. Meals were delivered to those students that are bused, and for students that walked to school, meals were available on-site from 10:30 am to 1:00 pm. From March 16th to March 20th, teachers prepared Learning Packets and were distributed to students by March 23rd. By May, RCESD received its hotspots for all households and initiated its on-line instruction. Each student had access to an I-pad or Chromebook. However, parents now have the burden of sacrificing their jobs to stay home, to care for their children, while the delivery of instruction is on-line and through learning packets, when necessary. To assist the parents with their economic situation, the District continues to provide a seamless breakfast and lunch program. Parents have had to adapt to distance learning. The transition has not been an easy one for them, nor their children, but technical support has been provided through the school site, and when necessary, at their homes. Teachers have also had to adapt and transition to an on-line and learning packet mode of instructional delivery, which has required dedication and investment of countless hours of preparation, to compensate for the normal person-to-person classroom instruction.

\*Note: EC 43509 states, “(2) For each of the areas described in paragraph (1), the learning continuity and attendance plan shall describe how federal and state funding included in the original or revised budget adopted by the governing board... is used to support the efforts described in the learning continuity and attendance plan, including federal and state funds provided for learning loss mitigation pursuant to Section 110 of the act adding this part. If the actions and expenditures described in paragraph (1) are not included in the budget, the learning continuity and attendance plan shall reference how these expenditures will be included in the first interim report of the school district, county office of education, or charter school pursuant to Section 1240, 42131, or 47604.33.”

Per the paragraph above, EC 43509, the Elementary and Secondary School Emergency Relief is being used to support continuing intervention and teacher support and materials and supplies, to develop distance learning packets and outreach to students. The State

Learning and Loss Mitigation Funding is being used to provide effective Distance Learning Staff Development, for student academic growth, to make up for learning loss of our EL student population, with an emphasis on our Special Education students.

Our Food Service nutritional program has gone beyond just serving our students. RCESD, once more is been running a seamless program, having the ability to feed all youth, up to the age of 18, including Saturdays and Sundays, and providing dinner to our students in the Extended Learning Program, which is greatly needed in our community. RCESD and Fresno County Superintendent of Schools Migrant Program and the Central California Food Bank have also teamed up to provide food distribution to the residents of Raisin City, each month.

## Stakeholder Engagement

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

Communication with stakeholders has been taking place since the closure of school, as of March 13, 2020. Their consistent engagement has assisted in the overall planning of instructional delivery to students, as well as professional staff development, to address teacher and student needs. The solicitation for community stakeholders' feedback has transpired through written notices in English, Mixteco and Spanish, delivered to parents personally, during breakfast and lunch deliveries, via RCESD School Facebook, attendance automated phone system and personal phone calls from the superintendent. Teachers were given the opportunity to participate in the development of the Learning Continuity and Attendance Plan (LCP), while the school site and Fresno Regional CTA representatives and the President of the School Board and Superintendent met virtually, and collaboratively and agreed with the reopening of distance learning, with teachers instructing from the school site. The majority of students are ready to go back to in-person instruction, and their main concerns are connectivity issues and not being able to play sports.

The CSEA School and Fresno area Representatives, and Superintendent met virtually to agree on a Memorandum of Understanding, designating the role of CSEA members to be assigned as needed, with corresponding class compensation, in the reopening of the distance learning model. The District also solicited input from parents and students by making personal contact during the delivery of meals and through a parent questionnaire/survey. The Superintendent conducted separate phone call meetings with its District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC), to keep its members informed and updated on the State Superintendent and Governor's recommendations, regarding closure and reopening of schools, as it pertained to the development and progress of the LCP. The focus of the meetings, for parents was safety and instructional delivery practices to address all students, while taking into consideration our students with exceptional needs' assessments and evaluations, and strategies to address our large English Learner population.

On September 1st and September 2nd, respectively, the Superintendent met with the DAC and DELAC committees to review the on-going development of the LCP. The DAC and DELAC members were asked to write down any questions in writing that they could have at any time, during and after the meeting, and the Superintendent would respond in writing, but no questions were turned in; however, consistently, the

members' concerns during the meetings, were their children's loss of learning, due to not having daily contact, and face to face instruction with teachers. Members were also concerned with connectivity issues, and adult ELD and Computer Literacy classes being on hold. Some members, even though they were aware of the occurring learning loss, preferred to have their children at home, due to health concerns.

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

Stakeholders have been given the opportunity to participate in public meetings and public hearings via Google Meet. Links to Google Meet are provided on the agenda and district website. In the case internet connectivity is poor, or if it's more convenient for parents, a phone number is also provided to dial into the meetings, to participate. The public is also allowed to attend meetings in-person, following distancing guidelines. The Technology Technician and Superintendent make it a practice to deliver meals on bus routes, to make personal contact with students and parents, to inquire about any concerns or valuable input, to improve instructional delivery and internet connectivity. Parents that live near the school as well as those that live out in the country are aware they can visit the school from 8:00 am to 10:00am and 12:30 pm to 6:00 pm or later by appointment for any electronic devices or connectivity issues or to pick up learning packets.

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

Closure of the school has caused loss of learning and hardship to our families. In all cases the DAC, DELAC members, and parents in general, while they appreciate the ability now to have access to the internet, they express their desire to at least have small cohort groups, as per the Governor and the State of California Health Department recommendations and distancing guidelines. Committee Members and parents have shared their frustration when their children are logged off, due to poor connectivity. One of the most consistent concerns by parents is the requirement of children's face being on camera at all times, in order to be counted present and receive academic credit, not because they do not want their children on the electronic device camera, but due to connectivity issues, even though each family household has a hotspot.

Students are having connectivity problems due to either too many on one hotspot or the location where students reside has limited to no coverage. To find out what is causing the issue our technology technician ran a speed test with two families in two different locations: in-town and the other family living in the outer part of the city, but still within our district. The family that resides in-town was producing 0.54 megabytes per second. To run any video conferencing, approximately 4-6 or more megabytes per second are needed. With the second family, two-speed test was performed, one done at 7:55 am, in which the speed was 3.23 megabytes per second. Our technology technician did a dual-speed test, done at 8:03 am; the rate was 0.36 megabytes per second. The drop was approximately 2.8 megabytes per second. The low connectivity would cause students to have issues with slow logging in, calls being dropped, or video freezing in the middle of the class, thus all concerns were justified.

On the bright side, committee members and parents, are very appreciative to the extent the district goes to provide nutritional meals to all children, including Saturday and Sundays. Parents also shared their appreciation to our Technology Technician and Migrant Liaisons, in the assistance provided to them, showing parents step by step, in logging into students' emails, and then going into google apps, to access google classroom.

Teachers' concerns coincided with parents and students. Their concern was students logging on intermittently and missing instruction and augmenting distance learning instruction with packets. Teachers also shared they were having auditory issues in cases when siblings were online at the same time, echoing bouncing off each other, made it difficult for teachers to understand students.

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

The stakeholders have influenced the school district to implement small in-person targeted instructional cohort groups of students, and individual assessments and evaluations of our exceptional needs students, but realizing that all safety and precautionary measures are adhered to per required distancing guidelines. The push for small cohort instructional groups by stakeholders is due to their concern regarding poor connectivity issues. In response to stakeholders' concerns, the Technology Technician has gone to different addresses to test the connectivity speed and has confirmed that in many cases the speed is only about .5 megabytes when it should be at about 3.0 for minimal proper connectivity. During the months of May and June, there were no connectivity issues, but with the vast majority of students all around Fresno County having to be on-line, the broadband cannot sustain all users adequately. The school administration is in support of Stakeholders requesting the initiation of small group cohorts. RCESD will adhere to COVID-19 distancing guidelines and administration of small cohort targeted instructional practices, per the California Department of Health, California Governor, and FCSS restrictions and recommendations. Due to health concerns, most teachers prefer to continue teaching via distance learning. The final decision to initiate small cohort groups will be discussed at the board meeting on September 14, 2020, per Stakeholders requests. The Board decided unanimously to implement small cohort instruction.

RCESD is expected to initiate small cohort groups October 5, 2020, adhering to the California Department of Public Health (CDPH) guidance.

Only 25% of the RCESD student population will be present at any given time, equal to 70 students.

Students with exceptional needs will be serviced on a one-to-one basis by the Special Education Department, consisting of the Resource Specialist Program Teacher, School Psychologist, Speech Pathologist and Professional Special Education Consultant.

Students identified as needing reading/language arts and math intervention will also be serviced on a one-to-one basis by the Intervention Department.

English Learners in levels 1 and 2, per the ELPAC and teacher recommendation, will be instructed in cohorts of no more than 14 students at any given time, with two supervising adults.

Only five cohorts of 14 students will be present at any given time, and will remain isolated from each other for the duration of the day.

Breakfast and lunch will be served in the classrooms, to maintain social distancing within cohorts more effectively.

Sanitation and disinfecting will be conducted by three custodians. They will immediately go into the classrooms to disinfect when students are done eating.

Teachers are assigned to a weekly schedule, in which one day of the week will be dedicated to targeted small cohort instruction, with a combination of synchronous and asynchronous instruction throughout the remaining days of each week.

Six feet distancing and face masks will be required at all times.

## 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.]

On September 14, 2020, at its regular board meeting, the RCESD school board authorized small targeted cohort group instruction to take place. The small cohort grouping, is not to exceed 14 students per two adult supervisors. Emphasis will be placed on our Exceptional Needs student population, level 1 and 2 English Learner population. Currently, homeless and foster youth have not been identified. Students will be assessed and recommended by teachers based on learning deficiencies, due to learning loss, caused by school closure. Parent requests will also be considered and evaluated. In the case that RCESD reopens with the Small Group Cohorts, it will use resources made available by the California Department of Education such as the Guidebook for the Safe Reopening of Public Schools. Available is also the Centers for Disease Control's Considerations for K-12 Schools: Readiness and Planning Tool and our own Fresno County Health Department to prevent and assist in the prevention of COVID-19 outbreaks.

The implementation of Small Cohort Targeted Instruction will require a hybrid model to deliver focused support to students both in the cohorts and distance learning, which will require more of our teachers and additional planning time. When teachers instruct the small cohort groups in a staggered schedule, due to only having twenty-five percent of our student population on-site, the other seventy-five percent will receive instruction on-line via independent studies through Acellus and Seesaw. When in-person targeted instruction is initiated, only two entry locations will be accessed by staff, students, and parents, which will be the entrance to the office and cafeteria, Everyone will be required to wear face masks and be thermally screened, and sanitation of hands will be required as individuals enter the school premises. Once in the school, the six feet distancing must be adhered to at all times by everyone. Clear poly-carbonate shielding will be in place for all students' desks and teachers' desks, as well as offices. All PPE supplies: face shields, face masks, gloves, and hand sanitizer will be provided by RCESD to prevent COVID-19 spread.

With the number of COVID-19 positive cases reducing in Fresno County, and as more COVID-19 testing is made available, but with the flu season around the corner, RCESD will proceed with caution to conduct in-person instruction. RCESD is preparing to conduct in-person instruction in the event the pandemic is stabilized per Fresno County and CDPH guidance. RCESD, is ready to implement a Hybrid Instructional Model, where as students would receive focused instruction in a synchronous and asynchronous instructional model with a combination of in-person instructional cohort grouping. Acellus, an independent study program will be the asynchronous component, while the current on-line-teacher-directed distance learning will be the synchronous instruction component. The in-person instruction will be the cohort grouping. The current adopted Houghton Mifflin Harcourt curriculum will continue to drive instruction, with Senderos as a supplemental for Spanish Primary Language speakers, supported by GLAD/Uplevel supplemental curriculum for level 1 to level 4 English Learners.

Students needing special services will be directed to the Intervention Program, where students will be diagnosed in reading/language arts and math, and provided with appropriate leveled instruction.

Exceptional needs students will continue to be serviced by the RSP personnel, per students' IEPs, and perspective candidates for Special Education services will be referred through the Student Success Team for appropriate placement and intervention needed.

Students with social-emotional needs will be referred to the School Psychologist and Mental Health Clinician to be diagnosed for appropriate treatment and intervention per assessments and evaluations.

For students who have experienced significant learning loss, due to school closures in 2019-20, RCESD has a referral process through the Student Success Team, to diagnose the learning loss, and provide interventions and supplemental assistance, to remedy the learning loss. Reading assessments via Orton Gillingham, and Learning Dynamics, along with other reading programs/assessments will be administered by the intervention program personnel, to determine learning loss and provide appropriate leveled intervention and instruction. Math intervention will be provided, once the math interventionist has diagnosed math deficiencies, to determine development of math concepts loss, in order to implement a sequential block building process to reach math competency to advance to more complex concepts. ELPAC results and benchmarks results will also assist in tracking learning loss. Formative and summative assessments will also determine if learning loss is being mitigated.

Per public health guidance, RCESD will require all employees, students, parents, and public to enter and exit one way, to effectively monitor and prevent COVID-19 spread. A kiosk with hand sanitizer has been placed in the front entrance to scan temperature and detect those that are not wearing masks, to remind them to wear masks daily, before entering the school grounds. The district has equipped offices and teacher desks with polycarbonate clear protective shielding to prevent exposure to COVID-19. Student desks have also been equipped with polycarbonate clear protective sheathing to prevent exposure to COVID-19.

RCESD will provide:  
masks for all students and staff  
face shields for teachers  
social distancing signs

hand sanitizer for all classes  
 gloves for staff and students will be provided  
 parents will only be allowed to visit in the office

**Bus transportation:**

Southwest Transportation, which we contract with will:  
 Screen for students temperature every time before they step into the bus  
 Only allow up to 28 students to board the bus to maintain social distancing on the bus.  
 All students are required to wear face masks when they get on and off the bus.

**Tracing and quarantine procedures:**

Screening of students and staff will occur on a daily basis.  
 In the case that a student is identified as being symptomatic, the student is immediately separated from other students. The same would hold true for staff members. Individuals infected will immediately be made aware, as well as family members  
 If infected, students or staff members are immediately sent home and are not to return until at least 14 days later and they test negative.

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

Description	Total Funds	Contributing
Students with exceptional needs, will continue with scheduled assessments and evaluations in-person, per their IEP, supported by one-on-one, in-person and small group instruction	NA	No
In compensating for learning loss, due to closure of schools, New Comer students and English Learners, levels 1 and 2, will receive individual intervention in math and English Language Arts. The one on one intervention instruction in math and English Language Arts will accelerate the comprehension to make up for the learning loss.	NA	Yes
Extra personnel will be needed to assist students in maintaining distancing, delivering meals to the classrooms, and disinfecting eating areas, and guiding different cohort groups, to keep from interacting or coming in contact with other groups.	50,000.	No



Description	Total Funds	Contributing
Protective clear poly-carbonate shields for students, teachers and offices will be installed, along with distancing signs to prevent COVID-19 spread	15,000	No
Two kiosks monitors for temperature reading and mask identification with sanitizer stations, for each entrance in the office and cafeteria will be installed to expedite temperature readings.	6,000.	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.]

Raisin City Elementary School District will continue its instructional delivery via online and weekly homework packets. Homework packets are provided only to those students that are having connectivity issues. The District has provided a hotspot to every student to ensure internet connectivity through Google Classroom; however, the District is also implementing Zoom with two classrooms combined with Google Classroom. Zoom is being implemented by two teachers that are very technology literate, due to its ability to provide break out sessions for individual, small group instruction, and intervention sessions, whereas Google Classroom does not. The feedback from these two teachers will assist the district in determining whether to keep one or the other or implement both. To prevent online glitches, the District is advising teachers to develop their own web sites as a link for extra resources, and weekly work assignments, in the case connectivity is poor, students have access to their daily instructional materials and instructions. The development of websites are optional.

For students having connectivity issues, weekly packets are also available. Packets are delivered to bused students, while for those students that are considered walkers, homework packets are available at the District for parents to pick up. Electronic book versions are also provided for all subject matter to assist with online instruction.

In order to be consistent in the use of curriculum and resources, teachers will use the state adopted core curriculum such as Houghton Mifflin and McGraw Hill texts, along with utilizing the distant learning platforms, online tools, programs, and resources while instructing students both in person-to-person and online with students. Whether students are at home or at school, students will continue to access state adopted curriculum that is supported with online resources that support students in learning the California state standards in ELA, math,



social studies, and science. Students at school receiving targeted instruction will receive additional one-on-one and group support in mastering the state standards.

On September 14, 2020, at its regular board meeting, the RCESD school board authorized small cohort group targeted instruction to commence on October 5, 2020. The small cohort grouping, is not to exceed 14 students per two adult supervisors. Emphasis will be placed on our Exceptional Needs student population, level 1 and 2 English Learner population. Currently, homeless and foster youth have not been identified. Students will be assessed and recommended by teachers based on learning deficiencies, due to learning loss, caused by school closure. Parent requests will also be considered and evaluated. In the case that RCESD reopens with the Small Group Cohorts, it will use resources made available by the California Department of Education such as the Guidebook for the Safe Reopening of Public Schools. Available is also the Centers for Disease Control's Considerations for K-12 Schools: Readiness and Planning Tool and our own Fresno County Health Department to prevent and assist in the prevention of COVID-19 outbreaks.

The implementation of Small Cohort group targeted instruction will require a hybrid model to deliver instructional support to students both in the small cohorts and distance learning, which will require more planning time for our teachers. When teachers instruct the small cohort groups in a staggered schedule, due to only having twenty-five percent of our student population on-site, the targeted instruction will be in person, the other seventy-five percent will receive instruction on-line via independent studies, through Acellus. This instruction will be asynchronous. As teachers rotate in the staggered schedule, after a day of in person instruction, the other four days will consist of a combination of synchronous/asynchronous instruction.

When in-person targeted instruction is initiated, only two entry locations will be accessed by staff, students, and parents, which will be the entrance to the office and cafeteria, Everyone will be required to wear face masks and be thermally screened, and sanitation of hands will be required as individuals enter the school premises. Once in the school, the six feet distancing must be adhered to at all times by everyone. Clear polycarbonate shielding will be in place for all students' desks and teachers' desks, as well as offices. All PPE supplies: face shields, face masks, gloves, and hand sanitizer will be provided by RCESD to prevent COVID-19 spread

## **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.]

When RCESD administered its survey to determine how many households had internet access, only 15% of the households had limited internet access. The District decided to provide a hotspot to each household with either an iPad or Chromebook for each student. All students, kindergarten through first grade have been provided with an Ipad and hotspot, while second grade through eighth grade, have been provided with a Chromebook and hotspot to support distance learning and provide connectivity for every student. One hundred percent of our student population had connectivity in the months of May through June; however, as September came, many students were having connectivity issues, due to all schools being online. For those students having connectivity issues, weekly homework packets are provided to them. For students that are having connectivity issues, those that can come to the District, our technology technician will resolve their problem, and for those that live too far and can't make it to the District, our four Migrant Liaisons go out on home visitations, and if they can

resolve the problem, if it happens to be simple problem, they will resolve it. If not, they will bring the device to our Technology Technician to resolve the problem. After the problem is resolved, the migrant liaisons take it back to the students.

## **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.]

Teachers are required to meet the minimum live contacts and synchronous instructional minutes, per grade spans, within their daily instructional schedule: 180 minutes for kindergarten, 230 minutes for first through third grade, and 240 for fourth grade through eighth grade. K- students are in a virtual classroom setting (synchronous instruction), from 8:00 am to 11:45 am. From 12:30 to 2:30 the teacher has office hours to meet individually to provide one on one intervention. For first grade to third grade, students are in a virtual classroom setting (synchronous instruction) from 8:00 am to 12:35. From 1:00 am to 2:30 pm, the teacher has office hours to provide one on one intervention. For fourth grade to eighth grade students are in (synchronous instruction), from 8:00 am to 12:45 and the teacher has office hours from 1:15 am to 2:40 pm to provide one on one intervention.

All students are expected to login at 8:00am on Monday through Friday, and are required to be on camera for the full session for attendance accountability. Pupil work will be evaluated, per teacher observation of completed assignments, and contact and communication online. If students are identified as having problems engaging on-line, the teacher will immediately contact the administration and administration will send a liaison to investigate the issue to resolve the problem by providing a remedy, whether it may be a connectivity issue or student issue.

Teachers will monitor students' engagement and attendance via Aeries attendance system. When student is not engaged or present on camera, it will trigger an automated phone call to parents designating student as being absent. It may be that the student may not be engaged due to connectivity issues, but the point of the automated call is to alert parents that a problem exists, and collaboratively the problem will be resolved, for the purpose of academic success for their children and attendance accountability for the District. School-to-home and home-to-school communication is now more important than ever.

## **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 and Resources that have been provided to staff, to support the distance learning program at Raisin City Elementary include the following:

A. FCSS Distance Learning Academy in May and August 2020: sessions designed to support leading and learning in a distance learning environment

B. ACELLUS - Acellus courses cover all core areas, K-12. Standards-based course content is available in mathematics, social studies, science, language arts, and reading buddies, English, Math, Arts & Music, Health, and Technology for K-8 grade levels.

C. Reflex Math – Online math program: An effective system for mastering basic math facts in addition, subtraction, multiplication and division. Educational math games to help students gain math fact fluency.

D. MAXSCHOLAR – Reading support online program that teachers could use with students to support improve reading skills.

E. Renaissance-AR – A standards-based, computer adaptive assessment that teachers use to measure and support their students reading skills.

F. Multiple trainings, webinars, and tutorials related to distant learning lessons, tools, and strategies have been shared with teachers and staff from April 2020 through September 2020.

The thrust of the Professional Development provided to our staff was the FCSS Distance Learning Academy which prepared our teachers with teaching strategies to engage students and expectations of students' responses to distance learning. Acellus is our independent study program which drives the asynchronous instruction. Reflex Math, Maxscholar and Renaissance are our main intervention programs for our English Learners and Exceptional Needs student population.

This year, we are fortunate to have a Technology Technician on site. As of now, he has been able to resolve all problems teachers have had in regards to troubleshooting, or issues with programming, as it relates to distance learning. We also contract with Southwest Transportation/Technology to resolve and assist our staff with major technical issues.

## Staff Roles and Responsibilities

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

The Roles of our certificated staff continues to be the same with added innovative teaching strategies to address the complexity of distance learning. Our certificated staff is expected to provide distance learning from the school site, unless release verification is provided from a doctor to allow employees to instruct from home. For our classified personnel, their role can be modified, based on a MOU, that allows the District to assign classified employees to other classified positions, within reason and salary adjustment, to be assigned as needed, to meet our student demands The administration's role is to facilitate and support certificated and classified staff as they face new challenges.

Administration Role:

A. Support staff with necessary resources to provide students effective teaching practices and learning opportunities.

B. Ensure technology is at its best to deliver distance learning to students adequately.

C. Secure and balance a harmonious academic environment, supported with behavioral health/social-emotional learning.

D. Coordinate with attendance clerk a strategic plan to red flag students that are not engaging immediately to resolve the problem, by initiating the process by sending a liaison to investigate the situation.

- E. Monitor all safety precautions as it relates to social distancing, screening and sanitation procedures are in place. Safety First!
- F. Continue communicating and updating stakeholders.

Teachers Role:

- A. Creativity and innovation is a must for teachers to make distance learning meaningful and interesting to students.
- B. Teachers are to tap into the " Depth of Knowledge" mode when designing instructional goal and objectives in their daily lessons.
- C. Make every effort to communicate with students when not engaged.
- D. Be prepared on Wednesdays, the designated weekly staff development time to review English Learner files to make sure individualized instruction is structured according to students' needs, per designated levels.
- E. Plan and collaborate with the Special Education Department to address students' deficiencies per their IEP

Paraprofessionals Role:

- A. Responsibilities are to be flexible to adapt to district need per the MOU.
- B. Primary responsibility is to support teachers and keep students safe.
- C. Assist custodians and cafeteria staff wiping down tables and disinfecting during lunch hour.

## 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.]

RCESD English Learner population is 71%. All teachers have an English Learner profile of each English Learner in their classroom, which identifies the proficiency level and specific educational need of each student. Teachers design their instruction and delivery of instructional strategies based on students proficiency levels. Primary Language instruction is provided to our New Comers, while providing English Language Development systematically in the Dual Immersion Program, kindergarten through third grade. In grades fourth through eighth grade primary Language Instruction is provided to our New Comers also as needed. The Primary Language and combination of English Language Development is made possible through a two-teacher-team teaching approach, and assistance from our paraprofessionals, during student-break-out sessions via our distance learning model. Initial ELPAC Testing will continue for proper identification of leveled instruction for our EL population.

When foster and homeless youth are identified, these students are identified for priority services, but at this time we have not identified such students. This year we are fortunate to have four Migrant liaisons, assigned by FCSS Migrant Program, coordinating with our teachers, to make sure contact with EL students and parents are made, to assist students logging in, by making home visitation, to ensure instructional delivery is taking place. All teachers have been trained on the Guided Language Acquisition Development model specifically for English Language Learners to make instruction relevant and provide engaging strategies to promote motivation and learning.

For our Special Education Students, the District is providing one-on-one instruction. All instruction is based upon each student's IEP goals. Arrangements and appointments have been made for each family to visit with the RSP teacher to give explicit instructions for connectivity. When parents cannot go to the school, the RSP Teacher or Special Education Paraprofessional make home visitations, to provide students

curriculum and instruction and assistance with internet connectivity. The School Psychologist and Special Education Consultant work closely together to plan explicit instruction for each student based on Students' IEP. Behavioral Health Services have also been maintained by our FCSS Clinician. RCESD is in a collaborative partnership with FCSS to provide specialized instruction for our students with exceptional needs through their county programs, throughout Fresno County. These programs serve our students with severe intellectual disabilities, autism, and emotional disturbance, per students' IEP.

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

Description	Total Funds	Contributing
<p>The RSP teacher over the summer, during the months of June through July conducted a small cohort instructional model for his exceptional needs students. During that time, he also made contact with all his caseload to make sure students were connected online. It is rare when he may not be able to make personal contact with his caseload, but we are fortunate to have Migrant Liaisons to assist our students with exceptional needs and their parents, to acquire connectivity. If our Migrant Liaisons are not able to resolve the problem over the phone, they will do home visitation to resolve the problem.</p>	\$3000.	No
<p>Learning loss as a result of COVID-19 in reading and math has been significant. individual-in-person intervention will be provided to students, identified by teachers, or as requested by parents. As to not interfere with the daily instructional process, these intervention sessions will be supplementary conducted, on a one-to-one basis, for the duration of 25 to 45 minutes, at least two to three times per week, after school and on Saturdays.</p>	\$30,000.	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.]

Raisin City Elementary teachers have been addressing pupil learning loss that resulted from COVID-19-2020 AND 2020-2021 school years, by assessing students, by making one-on-one appointments with students/parents via online, through google meet. Hard copies of assessments were sent home for students to complete, while teachers monitored students online, and required parents to take pictures of

work completed by students, and then pictures were sent to teachers through the Remind App or via email, to compile results. Constant checking for understanding and asking questions throughout the instruction, to ensure comprehension in English Language Arts, English Language Development, and Mathematics.

Instruction is guided by ongoing assessments, while providing continual snapshots of students' continual progress. One-on-one testing, supported by performance based assessments, based on daily task oriented classroom instruction is specifically recommended for ELD, supported through comprehension pre-assessments to determine appropriate strategies. Reflex Math is used to determine math fact fluency to determine students' prior knowledge or deficiencies, to address appropriate pre requisites and application of aligned standards.

Student learning loss will be assessed by teachers using teacher created standards based assessments as well as by using our District's benchmarks (assessments) found in the Illuminate (School City) program for grades K-8 for English Language Arts, English language development, and math. Our initial ELPAC assessments will inform teachers on where our kindergarten and newly arrived California students are at academically in terms of their language and literacy needs. Learning loss and learning needs will be assessed every six to eight weeks by our K-8th grade teachers in ELA, ELD, and math.

## **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.]

Communication is foundational in supporting student learning, and more so with distance learning. Teachers meet virtually with each student and their family, listening to their needs and daily routine, collaborating on student learning goals and collaborating a mutual communication plan to increase student learning outcomes. Methods to compensate for learning loss will consist of: Class Dojo, Remind, Teacher-made-website, Google Classroom, Email, Phone calls and texts, Class App, and facilitating response to intervention materials available via electronic copy and hard copies, requiring and guiding students to submit work online via online platform, (e.g. Seesaw, Google Class, etc...) Further support for English Learners, low-income, and pupils with exceptional needs is to provide differential instruction based on teachers' assessments and monitoring.

For students with exceptional needs, instruction will be modified and guided via their IEP, in collaboration with the RSP teacher, school psychologist, and speech pathologist. Currently there are no foster or homeless children identified. Teachers will continue to implement Guided Language Acquisition Design (GLAD). All teachers are expected to implement pedagogical foundations for English Learners consistently from kindergarten through eighth grade, as a result of all teachers completing UpLevel/GLAD professional development for English Learners. UpLevel/GLAD instructional strategies allow English Learner Students access to curricula while also maintaining "productive struggle" learning at a higher Depth of Knowledge (DOK). For example, Go Math curricula include English Learner strategies and standards of focus like tapping on background knowledge and scaffolding lessons to increase learning. UpLevel/GLAD ELD strategies include pictorials, small group "expert" groups, and instructional modifications to help students meet the individual (DOK) level of students. In addition, teachers use three dominant teaching styles (kinesthetic/tactile, visual, and auditory). Finally, the Dual Immersion Program permits



the teacher to use the primary language to ensure all English Learners are having equal access to curricula; but most important, advancing the student academic language (higher DOK), while acquiring English comprehension.

## 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.]

As students are assessed in their current educational status, and teachers prepare to reteach, to address deficiencies, the effectiveness of services or supports provided to address learning loss, will be measured in the form of formative assessments, such as constantly checking for understanding, accompanied by parents' input and observations, as their children participate in distance learning. Parents' input and involvement at this stage is more crucial than ever. Summative evaluations and pre and post benchmarks will follow to measure the desired outcomes.

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

Description	Total Funds	Contributing
Professional Development provided by Fresno County Superintendent of Schools, to prepare teachers to provide effective distance learning pedagogy to students	\$6000.	No
The purchase of 180 hotspots, to provide to all RCESD households internet connectivity, for all students.	\$32,000.	No
Provide a technology technician to address all trouble shooting with electronic devices at the school site and making home visitations to assist and train students and parents how to login and update devices as needed.	\$35,000.	No
The Implementation of a Summer Program for eighth graders, through the collaboration with Ambassador Phillip Sanchez Charter School will be scheduled for July 2021, to support our English Learners, to close the learning loss gap. Students will be provided with high school level curriculum and earn up to 10 credits. RCESD staff will assist Ambassador Sanchez in the recruitment of students, while Ambassador Phillip Sanchez administers a pre assessment, to determine the degree of learning loss, to provide appropriate support and instruction. Students will also be administered a post assessment to determine academic growth and progress.	\$3,500.	Yes



Description	Total Funds	Contributing
<p>Teachers will be introduced to strategies and methods to motivate students during asynchronous instruction. The strategies will offer guided practice, using breakout rooms, so that students can work collaboratively and learn from each other. Examples of strategies: Jigsaw, expert groups, pair-share, group discussion, and real world connection. During asynchronous instruction, since students work independently, it is crucial that activities are engaging, and that teachers can monitor students' level of understanding. During synchronous instruction, teachers will review students' asynchronous instruction progress, and check for understanding, to prevent learning loss, by recommending appropriate and corresponding intervention.</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.]

This COVID-19 Pandemic triggers trauma for students and parents. More than ever, as educators we need to be cognizant of acute traumas, chronic traumas, developmental trauma, inter-generational trauma, and vicarious trauma to work together with our FCSS Mental Health Clinician to identify students and family members that need intervention.

The district is actively collaborating with the All4youth program for individualized mental health treatment for students.

The School psychologist is distributing FCSS All4youth materials and notifying staff of current training and support. --emailed and copies placed in staff boxes.

The district is renewing it's subscription for all teachers and students to the Rethink SEL curriculum.

The district is in the process of restructuring and coordinating a Student Study Team to address any student concerns (academic, behavior or social/ emotional) from our staff.

The district will provide training to staff on self-care, trauma informed teaching practices and offer a structured method of accessing resources and support as needed.

The school psychologist is available to consult with staff, parents and other community members on issues related to the impacts of COVID 19. The School Psychologist is available to link staff, parents and community members with training and resources as needed.

## 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.]

Pupil engagement during distance learning is non-negotiable. Students must be logged on, and teachers must be able to see student live on camera, to be marked present, or absent if students' faces cannot be seen on camera. In the event that teachers are not able to make contact with students, they immediately alert the administration. Administration will then send a liaison to the home, to inquire what the problem may be. In the event that connectivity may be an issue, the liaison will take the electronic devices to the technology technician' to resolve the trouble shooting, and electronic devices are then returned to students, when issues are resolved. In the case students may not understand how to logon, our liaisons will teach students to successfully logon. Our liaisons are bilingual and two are multilingual and are also able to communicate with our Mixteco families.

While we have our SARB process in place, in the four weeks of instruction thus far, when students have not been engaged, it has been due to connectivity issues or Ipads and Chromebooks needing to be updated. During this COVID-19 Pandemic, we need to be more understanding of our family's situation. Making personal contact is priority. Some students have preferred to work via Learning Packets, and that is acceptable, as long as they are being accounted for, and their assignments are challenging and completed on time. We have a few families that have multiple students, up to five children at home online learning. Their homes are small, and echoing from each other becomes a challenge, but they are coping and making the best of the situation: we need to be sensitive and support them in their endeavors. We all understand that distance learning is not the best mode of instruction, and the opportunity to do small cohort targeted instruction is promising and having that personal contact with students is key. Any time a student is marked absent or not engaged, contact with parents will be made by phone first, or via a home visit to address the situation. Communication is priority during these challenging times. School Districts are bound to mandated attendance guidelines. As a result of SB 98, the state requires certificated staff to:

Log synchronous and asynchronous learning which are part of the instructional minutes.

Document if a student signs off or does not remain online for the duration of synchronous lessons.

Determine the time value of asynchronous learning activities.

Complete a "Weekly Engagement Record" for each student participating in distance learning.

RCESD is required to implement a tiered re-engagement strategy for students who are absent from distance learning for more than 3 school days or 60 percent of the instructional days in a school week as per Ed. Code, § 43504(f)(2)). In the event that we cannot justify students' absences, and do not have to do with connectivity issues, it is very crucial to address it early on; three day absence will trigger Tier, and if it gets to day eight, it triggers tier 2, followed by tier 3, after 14 absences, which triggers the SARB process. We need to be on the alert and provide intervention, before recommending families to the SARB hearing.

When students are unjustifiably absent, unrelated to connectivity issues or illness,

Tier 1 - Early Reengagement: will be triggered by three absences, a call will be made to the parent, or a home visit, if the parent cannot be reached by phone, to verify the absence is not due to a connectivity issue. If student is not engaging, strategies to have student engaged will be implemented. The first SARB letter will be issued.

Tier 2 - Targeted Attendance Reengagement will be triggered by 8 unjustifiable absences and will trigger the second SARB letter, to caution and alert parents of the seriousness of the absence, by providing counseling or referring student to the Student Success Team.

Tier 3 - Intensive Attendance Reengagement will be triggered by 14 unjustifiable absences, and will trigger the third SARB letter, with a conference with the principal, to explain the SARB hearing to take place.

## 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.]

On March 13, when the Governor gave the directive to close all schools, RCESD didn't skip a beat; immediately, on March 16, sacked breakfast and lunch meals were delivered to bused students between 10:30 am to 12:30 pm, while for those students that walk to school, sacked meals were made available at the school site from 10:30 am to 1:00 pm. Within a couple of days, our Food Service Consultant was approved to administer a seamless nutritional program to feed family members up to the age of 18. Our nutritional program ran during Spring Break and holidays up to June 30, 2020.

One hundred percent of our students receive free breakfast and lunch, and dinner, for those students enrolled in the After School Program. RCESD runs a seamless nutritional program, available to all family members, up to the age of 18. Nutritional meals are delivered to all students that ordinarily ride the bus, and for students that walk, nutritional meals are available at the school site from 10:30 am to 1:00 pm.

As we get ready to initiate small cohort grouping, not to exceed 70 students at any given time, with a total of 5 cohorts, the plan is to provide breakfast and lunch in the classrooms. RCESD has been providing breakfast in the classroom for the last four years and therefore has already developed the infrastructure to provide a successful transition, to providing lunch in the classroom. This will require coordination among the custodians, teachers and instructional aides to clean immediately, on a daily schedule, to maintain classrooms sanitized and clean.

As students return for in-person instruction breakfast and lunch will be provided for them to eat in their classroom. The meals will be prepared onsite with all precautions taken to insure that strict sanitation procedures are followed. All employees wear face masks and gloves during the entire process of preparing and packaging individual unitized meals. The meals are delivered to the classroom using a sanitized wagon. The student's desks are sanitized. Each classroom is equipped with a sink, soap dispenser and single use paper towels. The uneaten meals are returned in the wagon to the cafeteria where they are discarded. The wagons are again sanitized after breakfast and before lunch meals are delivered.

## 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 (Continuity of Instruction)	In-person-cohort targeted instruction (Hybrid) will be implemented, per state and county guidelines and restrictions. RCESD will have to hire additional classified employees to assist with campus supervision, and sanitizing/disinfecting, and support to students.	\$50,000.	No
Distance Learning Program (Distance Learning Professional Development)	Distance Learning will continue to improve, by continuing to provide professional development	\$30,000.	No
Distance Learning Program (Access to Devices and Connectivity)	During the month of May and June, internet connectivity with T-Mobile was not a problem, but with all of Fresno County online connectivity has become an issue. RCESD is currently exploring alternatives. The District is investing in 50 Cricket hotspots, which are known to have better broadband range for the months of September through June.	\$29,818.	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
41.43%	\$957,826

## 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 supporting details required in this prompt are unique to each action/service included in this plan. 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 and low income (also known as unduplicated students) and designed to help Raisin City Elementary School District 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 41.43% using the dollar amount of \$957,826, By directing all the supplemental and concertation 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, our district has demonstrated that it has met the minimum proportionality percentage by expending \$957,826 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:

- 90/10 Dual Immersion Program
- Up Level/GLAD Supplemental Curriculum
- Reading and Mathematics Intervention supplemental curriculum
- Professional Development related to intervention
- Staffing for student intervention and enrichment
- Part time certificated teachers for ELD and corresponding supplemental curriculum
- After School Program Tutoring for English Learners
- Common Core State Standards aligned Professional Development
- Standards aligned field trips
- Supplemental curriculum
- Positive Behavior Intervention Systems (PBIS); Summer Intervention Camp
- Upgraded/Increased access to playground equipment and PE equipment
- Intervention and Enrichment with related Supplemental Supplies and Materials and

professional development

- Acellus
- GATE Program
- Music Program
- Parent Education

All of these actions are being implemented to better serve our highly at risk and mobile population of English Learners, Socioeconomically disadvantaged students. All expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help RCESD be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of RCSED. Since our unduplicated student population count is 99.65%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

