California Department of Education, July 2020

# 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.]

*WRESD is a rural community whereas most of the families of our students are migrant farm workers and the effects of COVID-19 have affected our families in some manner but all the effects are undetermined. Our parents that work in the agriculture industry have been able to keep their jobs although some have been required to quarantine due to possible COVID-19 exposure. Some of those parents who work in the retail industry were laid off or furloughed due to massive retail closures and therefore their families have been impacted.*

*The effects on the district are many with employees being required to work from home due to school closures and no childcare. Preschool teacher were laid off due to a lack of students returning to in person learning because of health concerns. We’ve had to adjust staff roles and responsibilities due to the increased cleaning and sanitation that is needed. We also adjusted staff roles to provide meal distribution to students in Spring of 2020, which continued into Distance Learning for the Fall of 2020. The increase in costs to provide technology in the forms of Chromebooks and Hot Spots to families and the added (PPE) personal protective equipment to clean and sanitize the school facilities for staff and community safety has had a financial impact.*

## Stakeholder Engagement

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

*Due to the school closures, those in quarantine, those observing social distancing requirements and those concerned with coming into contact with someone exposed to COVID-19, WRESD had to ensure that the public had every opportunity possible to participate in the planning of the Learning Continuity Plan. Surveys were taken in the Spring of 2020 and the Fall of 2020 to determine internet access, translation needs, and all other special circumstances that would not allow the public to give input into the Learning Continuity Plan.*

*WRESD began holding stakeholder engagement meetings in the Spring of 2020 in person and via internet conferencing (ZOOM) to receive input on the school closures and Learning Continuity Plan. Stakeholders were encouraged to email the school and use the Robbins School Facebook page to submit input. We utilized our phone messaging system which provides text and oral messages to families, our school website and the Robbins School Facebook page to inform parents about opportunities to give feedback, ask questions, and receive timely information. Translation services were provided during all stakeholder meetings and messages.*

*The following stakeholder meetings and survey were used in the development of this document:*

*Staff Board Parents & Community*

*March 31, 2020 March 16, 2020 March 16, 2020*

*April 7, 2020 April 8, 2020 April 8, 2020*

*April 20, 2020 May 6, 2020 May 6, 2020*

*April 21, 2020, June 10, 2020 June 10, 2020*

*April 27, 2020 July 15, 2020 July 15, 2020*

*April 28, 2020 August 12, 2020 August 5, 2020*

*May 5, 2020 August 12, 2020*

*May 12, 2020 August 24, 2020*

*May 18, 2020*

*June 5, 2020*

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

*All**board and stakeholder meetings were held in person and through Zoom which allowed participation in all forms. Zoom allows the public to participate via computer conferencing or by telephone in any location. The public was provided the opportunity to attend all meetings and given support on how to attend meetings. Translation services were provided.*

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

*Families were surveyed to determine if they had the resources necessary for Distance Learning and when school reopens to in-person instruction. We received 95 out of 120 responses by the student, not the parent, as we wanted to determine which students had specific needs. 63% will be returning to school for in-person instruction when allowed by the governor, 77% have transportation to and from school, 19% need childcare during the school day for Distance Learning, 46% have internet during the day and 72% need breakfast and lunch.*

*Input regarding distance learning was obtained through a series of meetings and conversations. After completing distance learning in the spring, teachers wanted a common learning platform and asked to use Google Classroom and be trained. Teachers also wanted as much consistency as feasible in schedules, amount of time for live lessons and expectations. Teachers also wanted to create a more rigorous instruction for all students with many supports and opportunities for small group intervention and instruction.*

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

*When developing the Learning Continuity Plan, WRESD analyzed stakeholder input and the impacts instructionally and financially on the district, school and community. Some stakeholders shared concerns of Distance Learning due to the number of children in the home, parents needing to work outside the home, amount of time required to have students on a digital device for instruction*, *and student engagement with students in Distance Learning.*

## 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.]

*Students will be provided learning opportunities in the following areas:*

*English Language Arts*

*Mathematics*

*Science*

*Social Science*

*Health/Physical Education*

*Social Emotional Learning*

*Teachers will use their adopted Core Curriculum and 2020-2021 Content Area Lesson Plans (based upon the CA State Standards) to drive this instruction and ensure consistency across the grade level as well as vertically to ensure students are growing toward the next grade level’s expectations.*

*Teachers will continue to focus on providing students with opportunities to engage in learning and consider offering them a menu of options to highlight their learning.*

*Students and their parent/guardian will meet with their teacher (in-person, by phone, or via Google Meet) as necessary to discuss areas of focus and learning forward.*

*Diagnostic, formative and summative assessments will be conducted, as appropriate during the in-person regular schedule time.*

*Students will be held accountable for their work, and Progress Reports and grades will be issued accordingly.*

*Students who are English Learners will be provided with supports to meet their language needs from their classroom teacher.*

*Students with IEPs or 504 plans will be provided with supports to meet their individual needs, and the special education staff will work in concert with the classroom teacher to this end.*

*The Local Health Officer may determine that school closure is warranted due to multiple cases in multiple cohorts at a school or when at least 5% of the total number of teachers/students/staff are cases within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including from public health investigation or other local epidemiological data. If school closure is determined by the Local Health Officer the district will resume with Distance Learning. Parents will be appropriately notified using communications.*

*Our classroom-based instructional schedule model includes plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.*

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

| Description | Total Funds | Contributing |
| --- | --- | --- |
| *1.1 Provide ongoing professional development including blended coaching, county support and on site collaboration as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, with an emphasis on online learning to all students, including unduplicated pupils and individual with exceptional needs.* | *1.1*  *a. $8,551 (salaries & benefits, Kim)*  *b. $22,085 (salaries & benefits, Kim)*  *c. $ 1150 (Travel & Conf)* | *Y* |
| *1.2 Provide high quality instruction to all students including unduplicated pupils and individual with exceptional needs with appropriately assigned and fully credentialed teachers, using standards ­ aligned curriculum, which will be measured with standards aligned assessments and reporting processes to inform teaching and learning.* | *1.2*  *a. $784 (certificated subs)*  *b. $559,261 (Salaries & Benefits)* | *Y* |
| *1.3 Maintain a progress monitoring system which includes a data management system both electronic and through spreadsheets and develop an infrastructure of ongoing analysis of student progress. This data will be used to monitor student progress and identify students in need of intervention to close the achievement gap.* | *1.3*  *a. $2200 (Online Assessment System, MAPS)* | *Y* |
| *1.4 Provide interventions and supports using the MTSS to address the academic needs of our Socioeconomically Disadvantaged, English learners, foster youth, students with disabilities including unduplicated pupils and individuals with exceptional needs.* | *1.4*  *a $33,500 (Salaries & Benefits classified)* | *Y* |
| *1.5 Provide effective core instruction, additional learning time as well as resources including interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement in all subjects. Provide 1 to 1 Chromebooks and Hot Spots for students to participate in Distance Learning.* | *1.5*  *a. $6,000 (materials & Supplies)* | *Y* |

### 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.]

*As the instructional staff of Robbins School has journeyed through the days of COVID-19, our focus and efforts have been on how we can provide an education of excellence for all our students. Throughout the process of developing comprehensive Distance Learning and in-class instruction for our students, we have had three primary goals in mind.*

*First, all curriculums taught both through Distance Learning and in-class instruction must be through California Adopted State curriculums that focus on the Priority Standards of learning for all students. To ensure compliance to the California Adopted State curriculum and standards, each teacher is actively engaged in creating grade level pacing guides that indicate the standard based instruction for the 2020-2021 school year through our California State Adopted texts, while also highlighting the Priority Standards of instruction.*

*Our next goal was to ensure that as our students transitioned from Distance Learning at home, to in-class instruction at Robbins School, the students’ learning would be without disruption. To ensure ‘seamless’ and equitable instruction, the instructional team of Robbins School have crafted weekly lesson plans that adhere to the California State Adopted texts, for both on-line and with in-person instruction. For English Language Arts (ELA), grades Kindergarten through eighth grades students are engaged in the McGraw-Hill curriculum. Specifically, the “Wonders” curriculum will engage the Kindergarten through sixth grades, and “Study Sync” will provide ELA instruction for grades seventh and eighth. For math instruction, our Kindergarten through fifth grade students are learning through Engage NY, but will be using Zearn, an online version of Engage NY, for Distance Learning. Our seventh and eighth grade students will be engaged in College Preparatory Mathematics (CPM) for both Distance and in-class instruction. As our students transition from home to school, the students’ curriculums and daily instruction will remain constant to provide for learning without disruption.*

*Finally, our third goal was to ensure that all students had access to equitable instruction whether they were learning from home or at school. To provide for those students who may need to remain on Distance Learning, while other students return to school, we felt strongly that all students should have the same access to learning and instruction through the content standards. To provide for equitable instruction, our instructional staff have planned weekly lessons for in-class instruction, this instruction can also be viewed and practiced by students at home through Distance Learning. At all times, all students will receive standard based instruction through engaging and collaborative teacher instruction.*

*Throughout this process of planning, the instructional staff of Robbins School has been dedicated to the goal of providing excellence in instruction, with high quality California State Adopted texts, to all our students at Robbins School. All the curriculum based pacing guides, curriculum guides, weekly lesson plans, and Distance Learning matrixes are available on-line, or can be provided in printed form by request.*

***Distance Learning:***

*Students will be provided learning opportunities in the following areas:*

*English Language Arts*

*Mathematics*

*Certificated teachers will use their adopted Core Curriculum and 2020-2021 Content Area Lesson Plans (based upon the CA State Standards) to drive this instruction and ensure consistency across the grade level as well as vertically to ensure students are growing toward the next grade level’s expectations.*

*Minimum School day requirements with instruction delivered by a certificated teacher:*

*180 instructional minutes in kindergarten*

*230 instructional minutes grades 1 to 3*

*240 instructional minutes in grades 4 to 8*

*From the WRESD Re Opening Plan to allow as little disruption as possible to student learning whether distance learning or in person instruction is taking place:*

*Chromebooks will be given to all students in first through eighth grades.*

*Teachers will use daily digital instructional tools for all students to include online interaction, instructional television, video, tele-courses, or other instruction that relies on computer or communications technology. Students without internet access at home will receive Smart Spots, one per family.*

*Print materials may be used incorporating assignments that are the subject of written or oral feedback.*

*Teachers will use Google Classroom to deliver daily instruction, additional support and communicate with students daily. Documentation is required using the Daily Pupil Participation Record. The Student Information system will be used to record daily attendance.*

*Parents are to be notified the first day that a student does not show up for class.*

*Written “Tiered Reengagement Strategies” will be used for all students who are absent from distance learning for more than three schooldays or 60% of the instructional days in a school week.*

*Verification of current contact information for enrolled students*

*Notification to parents or guardians of absences*

*A plan for outreach from the school to determine student needs including connection with health and social services*

*Transitioning the student to full-time in-person instruction*

*Para educators will provide intervention services, instructional support and social emotional support to students under the direction of the certificated teacher.*

*Students and their parent/guardian will be provided a weekly opportunity to meet with their teacher (in-person, by phone, text message or via Google Meet) to discuss areas of focus and need.*

*A Weekly Engagement Record is completed for each student documenting synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.*

*Diagnostic, formative and summative assessments will be conducted, as appropriate during the Distance Learning time.*

*Students will be held accountable for their work, and Progress Reports and grades will be issued accordingly.*

*Students who are English Learners will be provided with supports to meet their language needs from their classroom teacher.*

*Students with IEPs or 504 plans will be provided with supports to meet their individual needs, and the special education staff will work in concert with the classroom teacher to this end.*

*Counseling services will continue to be provided for eligible students.*

*Short-Term Independent Study – SB98 indicates independent study requires the same Distance learning components including daily live instruction, daily attendance, weekly engagement record, etc.*

*Short-term Independent Study will be available for students just as it has always been adhering to SB 98 guidelines.*

*The Superintendent will make a determination of whether to grant the ISP.*

*Students may need to enter the short-term Independent Study for a medical emergency, family emergency, or have other plans and their child cannot attend in person.*

*Students who are English Learners, have an IEP or a 504 will be provided with support/accommodations within their short-term Independent Study.*

*Classroom teachers are responsible for preparing and collecting the short-term Independent Study work and submitting it to the school secretary when the student returns to school.*

#### 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.]

*For Fall of 2020, WRESD used survey information gathered from families to determine which families needed Chromebooks and/or Hot Spots due to lack of internet accessibility. Approximately, 40 families indicated the need for internet access. It was determined that each student would receive a Chromebook and families that lacked internet access or had very limited internet access during the school day would receive a Hot Spot. Because teachers will be live streaming and providing videos to enhance instruction it was determined that families with more than two elementary aged students would receive two Hot Spots to eliminate internet lag. Touch screen Chromebooks were purchased for kindergarteners. Surveys through phone call, text, online and in person were conducted to determine which students and families were unable to access devices and connectivity following school closure in the 2019-20 school year so that we could provide access for future distance learning.*

*Go Guardian was purchased to allow the district technology coordinator to monitor connectivity and the appropriate use of websites visited by students. This program also allows the district to monitor time spent on task and student engagement. The district will continue to use the district internet filtering system to monitor websites that students access.*

*The district will continue to provide Chromebooks and Hot Spots to incoming families as needed. We also recognize that some families' ability to access the internet throughout the school year may change and therefore we will continue to communicate with parents regarding changes in internet accessibility.*

*As part of the Student/Parent Handbook, Technology Policy, additions have been made to include Distance Learning and the digital devices that are loaned to students. Each student and parent must read and acknowledge that they understand and agree to the requirements of the district; these also include documentation for work completed, attendance requirements, grading and student participation.*

#### 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.]

*Student attendance will be taken and monitored using the student information system, School Wise. Teachers will also take attendance after each break or class change to ensure that students are continuing to attend all instruction and this will be recorded on a Google Doc. Teachers will monitor all attendance and communicate with parents when students are not attending instruction.*

*A daily Pupil Participation Record will be kept by teachers using Google Docs. Parents will be notified the first day that a student does not show up for class. The written “Tiered Reengagement Strategies” will be used for all students who are absent from distance learning for more than three schooldays or 60% of the instructional days in a school week.*

*○ Verification of current contact information for enrolled students*

*○ Notification to parents or guardians of absences*

*○ A plan for outreach from the school to determine student needs including connection with health and social services*

*○ Transitioning the student to full-time in-person instruction*

*Para educators will provide intervention services, instructional support and social emotional support to students under the direction of the certificated teacher.*

*Students and their parent/guardian will be provided a weekly opportunity to meet with their teacher (in-person, by phone, text message or via Google Meet) to discuss areas of focus and need.*

*A Weekly Engagement Record is completed for each student documenting synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.*

*The Superintendent and Director of Curriculum & Instruction has determined the daily schedule and instructional delivery methods for all teachers.*

#### 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 is centered on the Quality Professional Standards:*

* *Rooted in student and educator needs demonstrated through data*
* *Focused on content and pedagogy*
* *Designed to ensure equitable outcomes*
* *Designed and structured to be ongoing, intensive, and embedded in practice*
* *Collaborative with an emphasis on shared accountability*
* *Supported by adequate resources*
* *Coherent and aligned with other standards, policies, and programs.*

*Teachers will use their adopted Core Curriculum and 2020-2021 Content Area Lesson Plans (based upon the CA State Standards) to drive this instruction and ensure consistency across the grade level as well as vertically to ensure students are growing toward the next grade level’s expectations.*

*Teachers and paras will continue to focus on providing students with opportunities to engage in learning and consider offering them a menu of options to highlight their learning.*

*Students and their parent/guardian will meet with their teacher (in-person, by phone, or via Google Meet) as necessary to discuss areas of focus and learning forward.*

*Diagnostic, formative and summative assessments will be conducted, as appropriate during Distance Learning.*

*Data will be continuously collected to inform the learning and will be disaggregated by student groups in order to identify the most critical student needs.*

*Students will be held accountable for their work, and Progress Reports and grades will be issued accordingly.*

*Students who are English Learners will be provided with supports to meet their language needs from their classroom teacher.*

*Students with IEPs or 504 plans will be provided with supports to meet their individual needs, and the special education staff will work in concert with the classroom teacher to this end.*

*Teachers will participate in an in depth professional development using the Distance Learning Playbook developed by Douglas Fisher, Nancy Frey and John Hattie as they navigate the Distance Learning environment. Resources will be used to foster student learning in a distance learning environment.*

*WRESD recognizes that relationships and connectedness are at the core of our healthiest school communities and therefore professional learning will be provided to both staff and students in mindfulness and social emotional learning.*

*Professional development in Staff to staff relationship building will provide collaboration and growth. Using the works from Jennifer Abrams, “the Multigenerational Workplace” staff will participate in professional development activities that cultivate an understanding of generational differences and strengthen workplace culture. This will help staff communicate, collaborate & create community especially when dealing with trauma.*

*Professional development for staff to help student to student relationships which allows peers to connect to each other and build on different perspectives.*

*The Superintendent, Director of Curriculum & Instruction, classroom teacher and para educators will communicate regularly through Google Meet, Zoom, phone calls, emails and in person following social distancing protocols to continually assess staff roles and responsibilities. Changes may be made to staff roles and/or schedules to provide individual or small group instruction or differentiation to provide the best learning for all students. Continual reassessment will occur to determine the effectiveness of any changed roles.*

*During weekly and monthly staff meetings via Zoom or in person following social distancing protocols, staff and administration will discuss student participation, student engagement and student progress.*

#### Staff Roles and Responsibilities

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

*WRESD recognizes that due to this pandemic students and staff’s emotional and social needs should be a top priority for the district. We will continue providing professional development including blended coaching, county support and on site collaboration as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, with an emphasis on online learning to all students, including unduplicated pupils and individual with exceptional needs, and additional provide professional development in the social and emotional needs of all.*

*Teachers will integrate ‘Mindfulness’ in the classroom to help regulate student’s behavior, deal with unknown anxieties and stressors that can block a student’s ability to learn. Professional Development in Blended Learning will also be provided to staff throughout the year. WRESD administration recognizes that this pandemic has changed the way students need to be educated and believes that a move to a blend of online and in person instruction will better equip our students for 21st century skills.*

*Staff will continue to be surveyed to determine if changes need to be made for staff roles and assignments due to strengths or weaknesses. We always want staff to be able to use their strengths in the best way possible to encourage student growth and progress.*

*We have hired additional staff, adjusted staff schedules or adjusted staff responsibilities to accommodate for smaller class sizes in and out of the classroom. This adjustment allows for more small group instruction or interventions during Distance Learning and in person instruction.*

*WRESD does not have a bargaining unit.*

#### 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.]

*WRESD will provide effective core instruction, additional learning time as well as resources including interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement in all subjects. Provide 1 to 1 Chromebooks and Hot Spots for students to participate in Distance Learning. Our district will continue our focus on ELD instructional strategies using the Vocabulary Toolkit developed by Kate Kinsella*.

*Our students which include; low income, English learners, and special education students, benefit from our school’s dedication to systems of standards ­based instruction with six­ week accountability data systems.*

*We will use MAPS ELA and Math data along with curriculum embedded assessment data to determine if students that are English Learners, students with exceptional needs, students in foster care and any student who is experiencing homelessness need additional supports.*

*We will continue to provide additional interventions and supports using the MTSS to address the academic needs of our Socioeconomically Disadvantaged, English learners, foster youth, students with disabilities including unduplicated pupils and individual with exceptional needs.*

*Both daily designated and integrated ELD will be documented on the master schedule and individual class schedules through Google Docs and Google Classroom.*

*Vocabulary Instruction using the Academic Vocabulary Toolkit will be used to provide vocabulary instruction to all students including English Learners, students with exceptional needs, students in foster care and any student who is experiencing homelessness need additional supports.*

*Students with IEPs and 504’s will receive instruction by the special education teacher, to meet their instructional minutes and will be documented in SAIS and Google Docs.*

*For all student’s additional instructional sessions that are offered to mitigate learning loss will be regularly monitored and documents in Google Docs.*

*Universal screeners and formative assessments will be administered to all students according to our assessment schedule. Staff and school administration will review and monitor progress on an eight week cycle to ensure that students are receiving the academic supports needed for progress.*

*Targeted support for will be given once a baseline is established for English Learners, students with exceptional needs, students in foster care and any student who is experiencing homelessness.*

*Training will be offered to all parents to support students in Distance Learning.*

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

| Description | Total Funds | Contributing |
| --- | --- | --- |
| *2.1 a. Purchase Chromebooks and Hot Spots for students for Distance Learning to occur.* | *2.1 a. $92,000 (Technology, Chromebooks, Hotspots, GoGuardian)* | *Y* |
|  |  |  |

### 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.]

*Diagnostic, formative and summative assessments that are a combination of curriculum embedded, benchmark, district-wide and state (SBAC) developed will be conducted, as appropriate during the Distance Learning time. Assessments will be in the following areas:*

* *English Language Arts*
* *English Language Arts Development, including designated and integrated ELD instruction*
* *Mathematics*

*Our system of standards-based instruction includes a six-week accountability data system and we will continue to use MTSS to provide support in the areas of academic interventions and educational trauma training.*

*We will continue to analyze the data and make the appropriate changes needed for student success.*

*Students who are English Learners will be provided with supports to meet their language needs from their classroom teacher.*

*Teachers, Paras, administration will analyze assessment data and determine interventions or next steps for students to address learning loss.*

*Para educators will provide intervention services, instructional support and social emotional support to students under the direction of the certificated teacher.*

#### 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.]

*WRESD will use the following best practices for continuous learning for all multilingual/English Learners, low-income pupils, foster youth, pupils with exceptional needs and pupils who are experiencing homelessness.*

* *Maintain focus on supporting relationships with students and families, beyond considerations for instructional content.*
* *Communicate openly and often with families. Collaborative, ongoing discussion about an appropriate path forward for each student, given each student’s unique needs and circumstances, is critical to ensuring equitable access.*
* *Develop projects with flexible choices for students and families, to foster interest, creativity, and build on student strengths while focusing on the next steps for growth with the student’s English language development.*
* *Provide individualized learning experiences utilizing accessible materials and multiple modalities.*
* *Incorporate strategies to support students with balancing continuous learning and home responsibilities.*
* *Design materials/activities that support technology and technology-free experiences for students.*
* *Use Universal Design for Learning (UDL), adhere to the principles of UDL to support students.*
* *Continuous learning involves expanding ways that high leverage practices, UDL, and other scaffolding strategies can be applied throughout the design and delivery of lessons.*
* *Work with each family and student to determine what (FAP) Free Appropriate Public Education to determine what FAPE looks like for each student and family during COVID-19.*

#### 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 following metrics will be used to measure effectiveness of services or supports provided to address learning loss:*

*1. 1 MAPS- ELA Data*

*2nd -8th Grades*

*1.2 MAPS- Math Data*

*2nd -8th Grades*

*1.3 CAASPP Data*

*1.4 Williams Quarterly Report*

*1.5 ELPAC Data*

*Curriculum embedded assessments will also be used to determine effectiveness.*

*All data collected will be collected using student demographics so that we may identify any achievement gaps or areas for improvement.*

*During monthly staff meetings staff will continue to be trained in analyzing assessment data for effectiveness and how to use the data to inform instruction.*

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

| Description | Total Funds | Contributing |
| --- | --- | --- |
| *In action 1.1-1.5* | *$0* |  |

## 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.]

*Monitor*

*Weekly staff meetings will be held to monitor students both academically and socially-emotionally and to determine if counseling services or interventions are needed. Working with district staff and SCSOS a mental health screener will be used to monitor student’s mental health. Mental health services will be provided through the school site psychologist and SCSOS. Additional supports and services in addition to interventions will be provided. General health services will be tracked through Medi-Cal and every possible resource will be given to families.*

*Students:*

*As part of our MTSS, three times per year (fall, winter, spring) teachers complete a Social, Academic, and Emotional Behavior Risk Screener for each student in their class. This tool screens student risk for social-emotional and behavior problems. During these same time periods, students in grades 2-8 take a Social, Academic, and Emotional Behavior Risk Screener.*

*Staff:*

*Staff is surveyed throughout the year to assess needs.*

*• Survey from SCSOS*

*• Compassion Fatigue Inventory*

*• School-developed survey*

*• Individual conversations through individual meetings via in person or virtually staff’s needs will be continually assessed.*

*PD*

*Professional development will be provided on Mindfulness and staff emotional well-being. Staff will participate in professional development to identify and cope with stress, anxiety, depression and coping skills due to unknown and known effects of COVD-19.*

*Professional development activities are on-going an aligned to ever-changing needs. We offer a menu of PD options for staff.*

*Administration*

*• The CharacterStrong: Podcast – Focusing on the Social Emotional Well-Being of the Whole Staff Team*

*• The CharacterStrong: Podcast – Using Social Media for Good in our Schools*

*• EdSurge: Article – Teachers are Anxious and Overwhelmed. They Need SEL Now More Than Ever*

*• CASEL CARES: On-demand Webinar – Starting an Unprecedented School Year with SEL*

*Staff:*

*• On-Demand Webinar: Tier 1 Social, Emotional and Behavioral Supports to Restart Learning During a Crisis*

*• Article: 8 Strategies for Building Belonging with Students and Families Virtually*

*• Podcast: Everyday SEL*

*• Managing Anxiety Around COVID-19 Tips for You and Your School Community*

*• On-Demand Webinar – Mindfulness Strategies for Adult and Student Wellness*

*• CASEL CARES: Strategies for Being Your Best Possible “Self” with Dr. Marc Brackett*

*Tier 1 Supports*

*Tier 1 supports are universal supports for all students and selected based on the needs of all students.*

*• Virtual or In-Person Morning Meeting - A scheduled time when students and educators greet each other, check-in, and learn important skills before starting the day. Topics include positive self-talk, mindfulness, staying organized, or showing kindness. Teachers also check-in with individual students throughout the day.*

*• Virtual Check-In Google Form*

*• Weekly instruction on the topics: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making is delivered using various materials.*

*o Mindfulness, Character Traits: Challenges Kit (nurture loving self-talk, growth mindset, gratitude, and positive friendships), Growth Mindset Kit (stay resilient, welcome mistakes, overcome the fear of failure)*

*Tier 2 Supports*

*Tier 2 supports are targeted supports for some students for whom Tier 1 support are not sufficient.*

*• Referred by teachers or administration*

*• Small group*

*• Led by Classroom teachers, Special Education Para educators, SCSOS Counselor, SCSOS Mental Health professional, school psychologist*

*Tier 3 Support*

*Tier 3 supports are intensive supports for a few students for whom Tier 1 and Tier 2 support were not sufficient. Services might include individual or small group with SCSOS Counselor, SCSOS Mental Health professional, school psychologist.*

*Supports for Staff*

*Supports for staff include:*

*• Virtual “get-togethers” – lunch, coffee, birthday celebrations*

*• Weekly PD activities*

*• On-Demand Webinar – Yale Center for Emotional Intelligence: Managing Anxiety Around COVID-19*

*• Distance Learning Playbook – Chapter 1 Take Care of Yourself*

*• On-Demand Webinar – Mindfulness Strategies for Adult and Student Wellness*

*Resources for Parents*

*Remote Learning SEL Resources: https://apertureed.com/family-resources/*

*Publication: Low Cost – No Cost Services in Sutter-Yuba Counties*

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

*The Student Information system will be used to record daily attendance for both Distance Learning and In Person Learning. Documentation during Distance Learning is required using the Daily Pupil Participation Record. This record will track student attendance per subject or break time in a school day during Distance Learning.*

*Parents are to be notified the first day that a student does not show up for class.*

*Written “Tiered Reengagement Strategies” will be used for all students who are absent from distance learning for more than three schooldays or 60% of the instructional days in a school week.*

*○ Verification of current contact information for enrolled students*

*○ Notification to parents or guardians of absences*

*○ A plan for outreach from the school to determine student needs including connection with health and social services*

*○ Transitioning the student to full-time in-person instruction*

*Appropriate staff will be trained to use the ‘Tiered Reengagement Strategies’.*

*Para educators will provide intervention services, instructional support and social emotional support to students under the direction of the certificated teacher.*

*Students and their parent/guardian will be provided a weekly opportunity to meet with their teacher (in-person, by phone, text message or via Google Meet) to discuss areas of focus and need.*

*A Weekly Engagement Record is completed for each student documenting synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.*

*Translation services are provided through written, oral and in person communication to ensure that all parents are informed.*

## 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.]

*Ensuring students have access to healthy meals is extremely important whether instruction is in-person or through distance learning. Changes to the food service operation include Health and Hygiene Promotion, Meal Preparation, and Cleaning and Sanitation protocols.*

*Health and Hygiene Promotion*

*Promoting healthy hygiene practices apply to all staff and students and include: teaching and reinforcing handwashing and use of a cloth face covering by employees when near other employees or students; having adequate supplies including soap, hand sanitizer, and tissues; posting sign on how to stop the spread of COVID-19;*

*Cleaning and Sanitation*

*In addition to standard food safety procedures followed in the food service department, standard operating procedures for sanitation of school kitchen and cafeteria has been updated; employees have been trained on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.*

*Meal Preparation*

*As part of the updated standard operating procedures gloves, masks, disposable aprons, and other supplies are readily available. Only 1 person works in the cafeteria to prepare and serve meals so social distancing is not an issue.*

*In-person*

*In addition to the previously mentioned safety protocols, other changes have been made to the food service program for in-person instruction. Meal times are staggered to allow for cleaning between meal services and to serve students in smaller groups. Students are served on disposable trays with disposable utensils and eat at designated spots either in the cafeteria or outside. Each spot, whether it be a table, chair, or spot on the grass is spaced to maintain social distance. Tape on floors and sidewalk delineate spacing requirements for lines. Share tables and self-service buffets for food and condiments have been removed.*

*Distance Learning*

*During distance learning Robbins School will operate a “Grab and Go” bus route drop-off and a pick up at the school campus daily between 11:30-12:30 am. Staff trained in food safety procedures assemble meals that meet nutritional guidelines. To further maintain safe practices and social distancing, parents drive through the parking lot where staff members wearing masks and gloves hand out one breakfast and one lunch per enrolled student.*

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

| Section | Description | Total Funds | Contributing |
| --- | --- | --- | --- |
| *NA* |  |  |  |

## 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 |
| --- | --- |
| *34%* | *$122,895.00* |

### 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.]

*When considering the needs of all students we first looked at our English Learners,*

*will use the following best practices for continuous learning for all students including multilingual/English Learners, low-income pupils, foster youth, pupils with exceptional needs and pupils who are experiencing homelessness. When considering the needs of all students we first looked at our English Learners,*

* *Maintain focus on supporting relationships with students and families, beyond considerations for instructional content.*
* *Communicate openly and often with families. Collaborative, ongoing discussion about an appropriate path forward for each student, given each student’s unique needs and circumstances, is critical to ensuring equitable access.*
* *Develop projects with flexible choices for students and families, to foster interest, creativity, and build on student strengths while focusing on the next steps for growth with the student’s English language development.*
* *Provide individualized learning experiences utilizing accessible materials and multiple modalities.*
* *Incorporate strategies to support students with balancing continuous learning and home responsibilities.*
* *Design materials/activities that support technology and technology-free experiences for students.*
* *Use Universal Design for Learning (UDL), adhere to the principles of UDL to support students.*
* *Continuous learning involves expanding ways that high leverage practices, UDL, and other scaffolding strategies can be applied throughout the design and delivery of lessons.*
* *Work with each family and student to determine what (FAP) Free Appropriate Public Education to determine what FAPE looks like for each student and family during COVID-19.*

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

*Estimated Increased Apportionment based on three enrollment of foster youth, English Learners and Low-Income Students: $ 282,255 Percentage to Increase or Improve Services: 30.03%*

*The majority of these funds will continue to be spent on personnel hired to support student achievement. The largest amount of funding is principally directed to technology to support students in distance learning. Our students received Chromebooks and Hotspots to ensure that our students had the proper technology including internet services.*

*We want our students to be successful during distance learning and in person instruction. This coming year, we will focus professional learning in some key areas: distance learning, focusing on implementation of vocabulary curriculum alignment of our math resources as well as implementing the ELA/ELD framework using Kate Kinsella models of instruction. Extend tutoring will occur during distance learning and after school when in person instruction occurs.  The demographics of the Winship-Robbins Elementary School District indicate that 63% of our students qualify for free and reduced meals. The district also has approximately 40% of the student population are English Learners. Currently, we do not have any foster youth students enrolled for the 2020-2021 school year.*

*These demographics indicate the need for all district goals to be targeted to closing the achievement gap for these targeted populations. By implementing the goals and action steps listed above which are effective and principally directed, we will close the achievement gap. Our district is committed to personalize learning and high achievement through excellent teaching and learning as well as strong accountability systems. Each student is closely monitored for success throughout the school year. By providing these services district wide, we are able to reach and serve the populations that generate the funds. Robbins Elementary receives and operates under schoolwide Title 1 programs.*