

Adopted

California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

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

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Introduction

This is a collaboratively developed plan. It was developed in collaboration with our district stakeholders and multiple small districts like ours in Tulare County. This plan is the result of collaboration of our local stakeholders and multiple small, rural school districts with similar interests and needs. It is a state-required one-year plan in emergency response to the COVID 19 pandemic. [It is an emergency plan to continue to provide high quality, rigorous and standards-based instruction to our students while we comply with state emergency orders for the safety of our students, staff, and families.](#)

The rural, “single-school” districts in Tulare County are independent and appreciate the many benefits of being small and close to our students and families. We enjoy tremendous support, are required to do the same things as every other district in the state, and have challenges unique to being small and sometimes isolated from resources. One of those challenges is lack of specialized staff to respond to state and federal requirements. We rely on consultation from partners such as the Tulare County Office of Education. Most of all, we depend on each other to develop solutions. As we have responded to the COVID 19 state emergency, we have depended on each other more than ever before to quickly and collaboratively develop solutions for our students, families, and staff. The new state-required **Learning Continuity and Attendance Plan** presented here is a result of this collaboration. While there are literally hundreds of details unique to every district, the basic elements of the LCP are very much the same for all districts. The state has given us very specific guidelines and protocols we are all required to follow.

The LCP is due September 30, 2020, and is the result of work we have been doing since the state emergency was declared in March, 2020, and our schools had to shut down for public safety. The Governor signed the state budget that requires this new plan on June 30. Two weeks later, on July 17, he ordered Tulare County schools to open online-only due to the pandemic. As a result, many districts had to change their plans for re-opening their schools literally overnight. We received the required template and instructions two weeks later on August 1, and found ourselves in need of each other again, coming together to develop the plan. Continuing to serve our students and further their education has been and remains our mission. Rockford’s LCP was approved by the governing board on September 17, 2020.

Rockford Elementary District thanks our local stakeholders (parents, families, teachers, staff, and students) for their advice and collaboration on this plan to re-open our school. We also acknowledge the assistance provided by our community public health agencies, the Tulare County Office of Education, California

Department of Education, and the California Collaborative for Excellence in Education. In this emergency, all of our stakeholders and partners have worked together with the same goal in mind: to get our students back to the joy of learning in person together on campus in our classrooms and playing fields.

This one-year Learning Continuity and Attendance Plan (LCP) is therefore guided by stakeholder input and what we have learned about best practices from these and other sources:

- a. [Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#) (California Department of Education);
- b. **Distance Learning**, Guidance and resources for teachers and families in K–12 schools regarding high quality distance learning (California Department of Education) <https://www.cde.ca.gov/ci/cr/dl/> ;
- c. **Continuity of Learning, Distance & Hybrid Learning Playbooks** to Support California LEAs (California Collaborative for Educational Excellence <https://k12playbook.ccee-ca.org/> ;
- d. the Tulare County Office of Education advisors and consultants,
- e. and the Tulare County superintendents, especially the Small School District collaborative.

This LCP has four goals:

1. To provide a framework for how Rockford School will continue to deliver high-quality educational opportunities to students when the school site is physically closed and on-site instruction has been suspended by the COVID 19 state emergency.
2. To provide a framework for how Rockford School will transition to a hybrid model of onsite and distance learning when state and local conditions allow.
3. To describe the steps Rockford School will take to ensure that these opportunities are available to all students to the greatest extent possible, including economically disadvantaged students, students with disabilities, foster youth, and English learners.
4. To establish best practices of the schooling process in the distance learning mode and hybrid mode to continue to help our students achieve the social, emotional, and coping skills they need to achieve their school and career goals.

General Information

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

Rockford Elementary School is a single-school district located in southeastern Tulare County. Over 50% of our families are low income. Many of these families are field workers or have jobs in agriculture, local businesses, health care and other professions that are low paying. Many of our families struggle to make ends meet each month. Although they may have economic barriers, their desire to have their children attend school, learn, and be successful is of utmost importance to these families. Closing school has created an even larger barrier for these families, both academically for the children and financially for their families. Many parents have been forced to leave their children home without adult supervision or had to find childcare for them. With their

economic situation, the pandemic has added more stress and hardship to their families. In addition to these barriers, many of these parents are unable to help their children with their school. Many parents have expressed their frustration that they are unable to help their children properly since many have not been taught or received training in Common Core instructional practices. Parents who do not speak English have additional struggles with the language barrier. Another impact the pandemic had on students has to do with social interaction. The social-emotional component has adversely affected many students and their ability to cooperate and work well with others. Many students have suffered feelings of isolation, and some possibly neglect. The District made every effort to deliver lunches to families, but often students wouldn't show to pick up meals and therefore possibly went hungry. Technology barriers existed for some families as well.

Stakeholder Engagement

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

Multiple efforts have been and will continue to be made to solicit feedback from our stakeholders during this emergency. They include multiple surveys, telephone calls and messaging, Zoom meetings, individual calls with stakeholders, Board meetings with social distancing and recommended safety measures. Parent Advisory, English Learner Parents Advisory, and Board meeting LCP hearing and adoption meetings were held in August and September with opportunity to review drafts of the LCP and make written comments and feedback using remote accessibility.

We sought feedback on these issues:

- a. when can school re-open for onsite instruction and activities and under what conditions;
- b. evaluating the effectiveness of strategies deployed during the spring shutdown period to determine what worked and what must be changed/improved as we move into the fall semester;
- c. how do we maintain our community of practice to support each other during the distance learning phase of re-opening
- d. how do we meet the needs of our economically disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode
- e. what can we do to help families help their children at home during this very unusual school year.

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

Methods used to provide remote participation in public meetings and public hearings include: district website; traditional mail; email; telephone; and computer based. These included posting agendas and handouts on our website prior to the meeting and having the public call in, complete surveys with comments and suggestions or email the superintendent with questions, comments and suggestions; Zoom meetings of advisory groups, staff and teachers; materials and handouts mailed home to parents with response forms for sending or dropping off comments or emailing; responses at the district ; telephone calls and messaging; a public information line at the district office open during regular district business hours and staffed by a knowledgeable English/Spanish speaker; notices emailed and/or mailed to stakeholders;

All materials and meetings available in English and Spanish with a Spanish-speaking facilitator at all meetings.

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

a. when can school re-open for onsite instruction and activities and under what conditions;

For all stakeholders, the first concern ...and the ultimate goal for all...is when our school can resume onsite instruction and activities. Administration has made efforts to communicate rules and regulations from the state and local authorities in multiple formats and language to assure that every stakeholder is aware of the conditions upon which we will be allowed to resume regular school operations. Student, staff, and family safety (as defined by the public health department and the state) is the factor that will determine when this can happen.

b. evaluating the effectiveness of strategies deployed during the spring shutdown period to determine what worked and what must be changed/improved as we move into the fall semester;

Teachers identified multiple students who will need additional help to catch up on learning lost during the spring shutdown. In addition, teachers expressed the need for technology training and support for themselves and for their students at home. They feel more confident about their ability to deliver instruction in a distance learning mode but expressed specific training needed to improve and enhance their digital skills and knowledge. Parents also have expressed the need to understand the technology and to have support to help their children use the technology (including Internet access). Many parents expressed greater comfort with instructional packets than with the technology. School staff need training as they take on new duties and roles in a distance learning mode. Teachers have had training in new materials adopted prior to the shutdown and expressed the need to have further training in the online aspects of the new adoptions. Parents and teachers alike will need support for new ways of assessing progress and reporting to parents. School technology support staff expressed the need for expanded staff and flexible hours. Flexibility was a theme that ran through comments of all stakeholders as they recalled instruction during the shutdown. For example, parents who were at work during the school day hours found themselves needing to talk to the teacher in the evenings or even on weekends as their children tried to catch up on the week's work.

Parents expressed the need to have greater support for their children while they are learning at home and to be sure to have language support for them and for their children. Parents also expressed concerns about the social and emotional needs of their children as they try to cope with loss of their friends and supportive staff at school. Students echoed these concerns. Teachers and other school staff are increasingly expressing anxiety, depression, and a sense of isolation as they work to implement the distance learning delivery system.

Feedback concerning instructional technology indicates that about 10%of our students and parents do not have the technology needed for a full distance learning program at home. This includes the hardware and the Internet access. With multiple children in school, this need becomes more critical. This also contributes to the need to build flexibility into our schedules for students, parents and teachers.

c. how do we maintain our community of practice to support each other during the distance learning phase of re-opening

Prior to the shutdown, we had worked to create a collaborative community of practice for staff, teachers, administration and support providers, especially regarding strategies and assistance for our high-need students (English Learners, students struggling in language arts and mathematics, high poverty students, and Special Education students) in order to use our growing expertise to help each other and build our capacity to help our students. Administration and many teachers provided valuable feedback as to how we might work to continue these practices under emergency orders for distance learning.

- d. how do we meet the needs of our economically disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode

Teachers had many concerns about how to provide individualized instruction for our many high need students. Prior to the spring shutdown, teachers had invested much professional development time and classroom practice in designated and integrated instruction in English Language Development and were at varied levels of proficiency and confidence in supporting their English Learners. Many of the strategies deployed are based in grouping and individualized teacher support as well as with learning stations in the classroom. Replicating these best practice strategies and implementing new strategies is going to be critical for English Learners in distance learning. There has been what can only be described as an explosion of resources to help with our high need students, but scheduling professional development for these will be a challenge for teachers and administration.

- e. what can we do to help families help their children at home during this very unusual school year?

Parent involvement and training has always been a challenge. Our parents at Rockford School are very supportive of our teachers and staff and are very concerned for their children's schooling and achievement. They are also working parents who expect the school to provide academic education while they provide the home. Taking on the role of "teacher" at home is going to be very difficult for them. During the spring, we heard multiple concerns from parents regarding how to help their children at home. Our research indicates that this is an area of great need, but fewer resources are available. Teachers also expressed concerns about equipping parents and being flexible in expectations. For example, classroom teachers are accustomed to establishing their own rules for behavior in their classroom. They establish expectations for assignments, habits in the classroom, attitudes, and study habits. What does that look like when the "classroom" is the child's kitchen table? Schools have established dress codes, behaviors codes and consequences, bell schedules, snack and lunch breaks, and many such social norms to organize themselves. Announcements come at a certain time each morning, attendance is taken in definite ways...all of which are understood by all staff and students and all of which help to organize the spirit and social fabric of the school. What happens when we do not have those structures? The child's home has become the "school", or at least a critical part of it and parents also have expectations for their home. We saw some of this during the spring shutdown as we tried to coordinate our regular school "schedule" with the parents' schedule.

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

- a. when can school re-open for onsite instruction and activities and under what conditions;

This question is beyond our local control. Concerns about it permeate the LCP, however, as we look to transition into a hybrid model and eventually full onsite instruction when conditions and state rules allow. Rockford will provide, and in fact will go beyond, recommended safety measures in terms of

protective wear for staff and students, social distancing, and deep cleaning of our facility. Plans include continued communication of conditions and state and local rules and regulations with increased frequency. It should also be noted that plans include flexibility and adaptation to change.

b. evaluating the effectiveness of strategies deployed during the spring shutdown period to determine what worked and what must be changed/improved as we move into the fall semester;

This has been of great influence in the selection of strategies to be deployed, materials to be purchased, hardware, applications, assessments, and feedback mechanisms selected for the distance learning program. It also will be of great assistance as teachers develop and deploy strategies to accelerate students who fell behind during the spring shutdown.

c. how do we maintain our community of practice to support each other during the distance learning phase of re-opening

Rockford School will build a regular community of practice meetings (via Zoom and Google Classroom) into the school schedule. These will be moderated by the teachers and be held both schoolwide and by grade level based on student needs. Teachers will use this time to examine student work, share successes and best practices, and help each other adjust to the new and developing norms of a distance learning school.

d. how do we meet the needs of our economically disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode

This is of highest priority as teachers build lesson plans and implement the online curriculum. Professional development has been conducted and will be ongoing throughout the year. Partnerships are in development with providers and contracts will be finalized as the school year begins. Schedules of current staff (school psychologist, social worker; contracted school nurses, library/media, etc.) will be finalized as students return to school and individualized student needs and plans are completed. Every effort is being made to accommodate these students' needs in scheduling, staffing, curriculum content and strategies, assessment and monitoring of progress.

e. what can we do to help families help their children at home during the distance learning phase

Specifically thus far, we have included plans to assure that every student has the technology tools needed at home (including reliable Internet service) to access and succeed in the distance learning program. We have made certain that every student will have the textbooks and supplemental materials (including print and online) she/he will need in order to access and succeed in the program. We have increased and scheduled technical support for teachers, students and parents. Parents are very supportive of the distance learning program. Schedules have been developed that are flexible so as to accommodate parent and teacher needs to the greatest extent possible. The attendance accounting system is still in process, but will include flexibility so that students and parents may complete synchronous and asynchronous assignments in a way that is responsive to student and parent concerns. It will be documented by the state required "weekly engagement record". Rockford School is using auditor-approved "weekly engagement records" to track student attendance and instructional assignments in accordance with state law. Teachers continue to participate in training for this important documentation and work collaboratively to develop synchronous and asynchronous assignments.

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.]

Prior to July 3, Rockford School’s plan was to fully reopen for all students whose parents were comfortable sending their children to school. On July 7, the plans were changed to open on a hybrid model for parents who still wished to have their children on campus. This change came after the reports of increased cases over the 4th of July weekend. With the Governor’s order to open online only, our plan again changed on July 17. When classroom-based instruction is permitted by local and state regulations, Rockford School will implement a hybrid program to allow for social distancing and safety. We are in the process of building a schedule that will have half of our students on campus two days per week; online with distance education three days per week with culminating assignments and individualized academic and social Emotional Learning support. We will be guided by recommendations in the California Consortium for Educational Excellence Playbooks for both the hybrid program and the distance learning program. We are currently planning to have the program operational starting by December, 2020, depending on when the district gets approval to bring students back to campus. In short, we’ve learned to be flexible and our stakeholders have been very cooperative. Concern for safety of students, staff, families and the community in the COVID-19 pandemic is the reason schools were closed. In continuing concern for safety when schools are allowed to re-open for onsite instruction, the district will continue to work with cognizant agencies such as the Public Health Department, the California Department of Education, and Tulare County Office of Education to develop policies and protocols consistent with public health guidance. These include, at a minimum, 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.

We are exploring recently revised (August, 2020) state guidelines that will allow small groups of students on campus for special instructional and support offerings. This new provision of the state mandates might allow us, for example, to have small groups of students on campus in intensive tutoring and extended learning to remediate learning loss.

Students who have experienced learning loss due to the school closures are being identified by teachers using assessments, methodologies and protocols developed by teachers. STAR and Renaissance assessments, combined with classroom-based formative assessments, will be used to identify gaps in skills and knowledge. We will track indicators like attendance and quarter grades throughout the year and identify students who are slipping and need extra academic or social-emotional assistance.

The Playbook addresses essential areas, providing samples, practical advice, and tools used in other districts on how to make each stage successful and productive for students. Considerations of equity underlie all considerations and suggestions in the CCEE playbooks.

1. Setting goals and Defining Success

Example of how we will implement: To the extent possible, we will offer families a choice about when (or if) their students come on campus (which days, aligning days with siblings, etc.). We will aim for a personal touch point with every family ahead of the new term.

2. Creating Schedules

Example of how we will implement: We will implement a modified two-day rotation with half of the students on campus two days per week, doing distance learning two days per week, and scheduled for culminating and/or acceleration assignments on the fifth day. The fifth day will also be used to provide small group intensive support on campus for students identified as having learning gaps as a result of the spring shutdown and/or other identified needs.

3. Communicating Plans

Example of how we will implement: To be nimbler in responding to changing circumstances, we will pre-write letters that we can use in case of a sudden school closure, a local outbreak, or a return to campus. This strategy has already been very helpful as we have responded to sudden changes over the past two months.

4. Assessment (How we will measure school and student success and identify areas of improvement)

Example of how we will implement: We have adopted and will use the STAR assessment to identify students in need of intervention. Teachers are being trained on using curriculum-embedded assessment to better align instruction and results.

5. Trauma-Informed Social Emotional Learning (SEL) (How will we best support students’ social-emotional well being?)

Example of how we will implement: We will provide families with information on services available at school and beyond. We will develop a clear referral or support plan to use on-site and external contracted providers to respond to student needs

6. Capacity Building (How we will support teachers and staff)

Example of how we will implement: Through surveys and observation, we will identify needs and provide training for staff to address fill gaps in skills and knowledge. In addition, we will identify strengths and build the capacity of teachers to become onsite coaches for their fellow teachers.

7. English Learners and other students identified as high need (high poverty, foster youth, special needs)

Example of how we will implement: We will create strategic schedules with English Learners in mind to make certain that students get as much language practice as possible while on campus. In addition, we will provide designated ELD in small homogeneous groups on a regular basis.

8. Special Education (How we will effectively serve students identified as Special Education students)

Example of how we will implement: We will make sure all teachers and parents are clear on what the goals are in the IEP and how they will support the student to meet those goals, providing clear and accessible resources to do so. We will track and measure goals continuously.

9. Support Programs (How we will leverage existing and potential ancillary programs to support our families)

Example of how we will implement: We will partner with the Tulare County Office of Education to make sure mental health referrals and food security options are tapped into and made available to our families. We will bring services into our campus as much as possible and offer remote and community-located services as needed.

Students on IEPs for speech and special education services have been made available through Zoom. In addition, students with high needs are allowed to come on campus and meet with the RSP teacher and speech therapist, if parents agree to allowing their child to receive one-on-one or small group cohort instruction and services.

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

Description	Total Funds	Contributing
These services were increased and improved services because the identified students received additional in-	[\$ 0.00]	[N]

person services and support by the trained professionals. There was no additional cost associated with this as the RSP specialist salary is included in the contract with Tulare County Office of Education.		
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Distance Learning Program

Continuity of Instruction

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

The online platform will allow our teachers to continue to deliver high quality instruction while maintaining safety for all students and staff. Teachers will base the lessons they create on lessons delivered in the traditional onsite delivery system to assure rigorous, standards-based curriculum content and practices continue through this emergency delivery system, making adaptations as necessary to adjust to the distance learning platform. Students will have copies of all textbooks and supplemental materials at home, as well as access to the online resources embedded in the school’s adopted textbooks and supplemental programs. Teachers and support staff were trained in the online platform components before the school year began. They will be utilizing the platform for whole-group, small group, and one-on-one instruction throughout the regular school day. Support staff were also given an account so they could be made a co-host of the zoom sessions to monitor for safety as well as utilize the breakout room for continued small group support and instruction just as they would in the regular classroom. As part of the planning process, teachers and administration analyzed the yearly course sequence in mathematics, English/Language Arts, and English Language Development, as well as other core subjects in order to develop a plan to cover the content and standards necessary to complete the planned course either online or in-person so as to assure seamless transition for students as delivery methods change over the course of the year to assure continuity of learning.

Teachers base the lessons they create on lessons delivered in the traditional onsite delivery system to assure rigorous, standards-based curriculum content and practices continue through this emergency delivery system, making adaptations as necessary to adjust to the distance learning platform. Students will have copies of all textbooks and supplemental materials at home, as well as access to the online resources embedded in the school’s adopted textbooks and supplemental programs.

The district has followed the advice of the Policy Analysis for California Education (PACE) to establish our framework for distance learning and blended learning.

Prioritize interaction and collaboration in synchronous learning opportunities. Pre Recorded lessons, videos, and readings will be assigned for students to engage with asynchronously (on their own time) so that synchronous (“face-to-face”) class time can be reserved for active learning and interactive class engagement. The focus—particularly at the outset of distance learning—will be on developing a sense of class community and norms of engagement. Certificated staff are holding daily live meetings with students via Zoom. Sessions are divided into different sections. Some sessions are whole class and

others are small groups. Teachers who are departmentalized are meeting with students in the departmentalized setting. These meetings do not overlap so students have access at the same time daily for their content area instruction.

Additional time is offered and teachers have a Zoom meeting open in the afternoon. Students who have questions are encouraged to log on and meet with the teacher for additional instruction and help. Attendance is taken at all sessions and participation is being measured. Teachers are also creating videos for students to watch during asynchronous class time.

Conduct regular formative assessments and provide prompt feedback to students and families. Students need regular feedback to support their learning and to recognize and encourage engagement, particularly when in-person interaction is limited. In addition to measuring attendance in distance learning, educators will assess student learning frequently and through diverse approaches. Timely and regular feedback will be provided not only to students but also to families.

Provide regular, individualized contact for each student. Isolation and exposure to stressors related to COVID-19 have increased student social- emotional needs. Students will receive ongoing and reliable contact from school staff about their learning and also their general well-being. These staff members will note areas of concern and connect students to necessary supports.

Focus on accelerating learning of grade-level content. The content that should have been covered in spring 2020 cannot be assumed to have been delivered, received, or retained. As every year, teachers will develop familiarity with their students' prior year content so that they can provide necessary scaffolding as they pursue instruction of grade-level standards.

District support for distance learning

Conduct an after-action review and needs assessment. District and school staff have reflected on what we learned and could improve on from our distance learning efforts in spring 2020. This included taking stock of needs and assets for distance learning in the upcoming year, for example, teacher professional development, technology, and systems for coordinating student support.

Set instructional priorities and help develop viable curricula. Due to the logistical constraints of distance and blended instruction, it will be challenging for teachers to cover the entirety of grade-level standards in addition to content from the prior year's curriculum. The emphasis is on prioritization of standards, not elimination. Additionally, the district has provided model lessons and curricula that can be used in distance learning to support teachers as they adapt to this model.

Support educator well-being and professional learning. The transition to distance learning has been a personal and professional challenge for most teachers. Educators could benefit from support on best instructional practices, curriculum development, and student engagement in the distance and blended contexts. District's need for educators: responding to their needs, protecting time for collaboration, putting protocols in place for connecting students to additional support, and providing high-quality professional development.

Assess student well-being and develop systems to respond to greater student needs. Good district decision-making about how to address student social-emotional and learning needs will depend on access to relevant, timely, and accurate information. Protocols will be developed to get this information and respond to student needs.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The district provided devices to every student who had a need or desire to use a school device. Surveys were conducted and parents responded with the number of devices that were needed per family. Additional devices were deployed after orientation. Devices are replaced and repaired as needed. The families expressing the need are provided hotspots.

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.]

Instructional minutes will be recorded through multiple methods using a weekly engagement record approved by the district independent auditor; daily online visual attendance check by the teacher, daily login, and person to person contact via phone contact or in person contact, and the time value of work as determined by the teacher assignments. The student will be required to login each day with the teacher via zoom and or google classroom. Attendance will begin at 8:00 AM to 2:45 PM Monday through Friday. TK-K grades required to attend for 180 minutes, 1-3rd grades required to attend 230 minutes and 4-8th grades are required to attend 240 minutes.

The time value of the pupil work will be measured through live contact discussion, response, formal and informal assessments. Synchronous time will be recorded on the district's online platform, all synchronous and asynchronous time will be recorded. In accordance with state law the attendance accounting system will include:

- taking daily attendance for days in which students are in the school building and documentation of daily participation for each pupil during distance learning.
- A pupil who does not participate in distance learning on a school day is documented as absent for that school day.
- Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and pupils or parents or guardians.
- a weekly engagement record completed for each pupil documenting participation.

- If students miss more than three school days or 60 percent of the instructional days in a week, LEAs must take a tiered approach to re-engagement that includes verifying contact information, notifying parents or guardians of absences, and having a plan for outreach to determine pupil needs—including connection with health and social services as necessary.

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.]

Distance learning professional development has been informed by teacher and student needs and feedback and by best practices identified by the California Department of Education and professional organizations. Community of practice models will continue, through effective use of digital tools, to try new approaches and share results with colleagues, facilitate common planning and peer observation, and provide tailored supports as needed. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources.

Teachers have participated in the following professional development activities during the spring shutdown: ELL training, Technology Training

Teachers, and instructional aides completed the following professional development prior to the opening of school: Zoom Training, Health and COVID 19 Training by Credentialed School Nurse. All other staff completed the health and safety training, including COVID 19 training provided by the school nurse.

Teachers will participate in the following professional development during the school year: Continued Technology training, Health training and ELL training

Resources provided to teachers include: Technology needed to teach students in an effective and accessible manner, training as they become available, on site tech support,

Technology support will be provided by two trained technology teachers and a tech support provider.

Staff Roles and Responsibilities

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

As a result of COVID 19, all staff have taken on new roles and responsibilities. As with “traditional” schooling, the classroom teacher is the primary point of contact with students and has the responsibility of framing the students’ context for learning. In this emergency, that role has taken on even more responsibility at the same time the teacher is under his or her own feelings of isolation from on campus support of fellow teachers, staff and administration. Whether the teacher is working from the onsite classroom or from home, this isolation and responsibility will continue and must be recognized by school and district administration and ameliorated as much as possible.

Other examples of new and changing responsibilities include: Parents being present in the virtual classroom and teachers feeling like they may be judged by their performance. Students not being in a classroom and sitting at a desk without distractions from others within the house, which may include televisions on, animals making noises, people walking around and talking in the background, other siblings on meetings, a lack of place to call a dedicated school space, and difficulty in classroom management via a computer screen.

Roles and responsibilities of all staff continue to evolve and change as the year progresses. The weekly engagement record, for example, significantly increases and adds new definition to the teacher's role in attendance accounting.

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.]

In addition to supports noted above, other planned supports include: Designated time has been set aside for English Learners where they receive extra time and support from the classroom teacher. Teachers have also reached out to the parents of ELL students to communicate with them and listen to their concerns. Additional support has been provided to the ELL who are struggling with connectivity. The school psychologist and social worker are reaching out to Foster Youth and Homeless students. They psychologist and social worker then communicate with the teachers to ensure that these groups of students are receiving the academic and social-emotional support they need. Services provided for students with Individualized Education Plans was mentioned in the previous section. Some of these strategies are listed below.

Presenting new instruction in multiple modes (video, synchronous instruction, audio, or slides), with graphic organizers, to aid comprehension.

Using videos with closed captions or subtitles when possible.

Establishing schedules for how and when integrated ELD and designated ELD supports will be provided.

Making use of the embedded EL components of the adopted district textbooks

Ensuring students have access to grade-level appropriate materials in addition to learning level materials

Distributing tutorials and guides describing how to access translation extensions or apps such as Google Translate, Microsoft Translator

Setting up virtual meetings via video calls to teach lessons or check in with students. Small groups of 5-8 students for 20-30 minutes work best. Ideas for virtual meetings include: discussing a book, teaching content, reviewing instructions, modeling process, checking student wellness, discussing current events.

Creating a system to provide students opportunities to interact with peers and practice basic interpersonal communication skills (e.g., chats, comments on assignments, virtual meetings, group activities).

Assigning students an “online tech buddy” who shares the same home language.

Sending books home with students to foster literacy-rich environments.

Coordinating an adult (teacher or another adult the student knows well) to regularly check in with families.

Special needs students:

IEP meetings: will be convened remotely with family involvement and will be scheduled whenever possible. When possible, meetings will take place on campus. Support for high need IEP students, speech and language, and assessments will take place on campus when practicable.

Individualized communication with student and family: For students with disabilities, especially those with high support needs, individualized communication with the student, their family, and personal care providers is critical to ensuring families know we are considering their needs and are a part of the effort to meet them.

Caregivers: We will connect with and support caregivers directly and train them in how to support their students in accessing the online curriculum. The modifications will have to be implemented in the home as opposed to in the classroom.

Leveraging on site and County office of Education support staff to plan for and deliver support for high-need students

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

Description	Total Funds	Contributing
Additional support and time is being provided to students in all of the identified categories in small group sessions or in person by trained professionals.	[\$ 0.00]	[N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The area of learning loss is extremely difficult. In addition to strategies noted above, the district will deploy multiple assessment strategies, under the direction of the classroom teacher and administration, to identify and quantify learning loss that results from the COVID 19 emergency in the 2019-20 and 2020-21 school year. [CDE Guidance on Diagnostic and Formative Assessments](#) recommends, “teachers can use tools such as rubrics to clarify expectations and to provide feedback; journals, quick writes and discussions to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the lesson; observations of students working in small groups; student work

samples and a variety of others.” The district will also use available state and local assessments as well as curriculum embedded assessments to identify and quantify learning loss. When the state testing system comes back online, this will also be used. All results from the assessments are logged into a shared spreadsheet and used by teachers in the Community of Practice to develop remediation/acceleration plans for students. These plans to address specific knowledge and skills are shared with all staff to ensure that everyone that works with the students are able to support students who experienced learning loss. Learning status of students in English/Language Arts, Mathematics, English Language Development and other core subjects will be measured using curriculum embedded classroom assessments, schoolwide assessments such as STAR, daily teacher assessment of student performance and progress on assignments, mutually agreed upon grading and reporting protocols across grade levels. Students will be assessed informally daily in the classroom and with aggregate reports of progress made at least quarterly.

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.]

Researchers and educators emphasize that there are ways to mitigate the damage that will inevitably be done to students as the pandemic rages on. They are rooted in good practices already in place at Rockford but require considerable planning and hard work to transition them to the online environment.

Building on a strong foundation: Thanks to work we have done through the LCAP process over the last seven years, Palo Verde has key elements already in place as the 2020-21 online school year begins: a solid curriculum based on state standards; a commitment to grade-level teaching; and strategies to engage all students, including identifying those who have experienced learning loss and a proven track record of success helping students overcome them. To overcome learning loss we will build on that foundation to implement current interventions in the online environment and construct additional interventions based on unique opportunities of an online approach. We will prioritize: grade-level teaching for all students, implement multiple ways to track each student’s whereabouts, provide a curriculum linked across grade levels and delivery methods (in-person and remote), assure plenty of uninterrupted teaching time, and create flexible schedules that benefit the students most likely to need additional help.

Early warning system: The first step in an effective intervention is identifying the students who need extra help. Early-warning systems are interwoven with the individual teacher-led gauges of student learning. We will track indicators like attendance and quarter grades throughout the year and identify students who are slipping and need extra academic or social-emotional assistance. Interventions will include: sending text messages to students who are repeatedly absent, earn low grades or post poor assignments; ramping up parent engagement; prioritizing high-need students for counseling; assigning one or more staff as case coordinators to regularly check in with students; providing supplemental materials based on individual student needs; providing mental/emotional assistance; and providing extended learning time (tutoring;, small group, etc);

Considerations for remediation and acceleration will be based on each student’s need and may include:

- Remediation in class
- Daily schedules that allow for grouping students according to need with staff trained in remediation/acceleration best practices and programs
- Professional development for all teachers on remediation/acceleration strategies

- Supplemental materials and applications for students to address their identified needs
- Specialized staff trained and experienced in remediation/acceleration
- Socio-emotional supports for students who have fallen behind both in the classroom and schoolwide
- Individual student plans identifying needs and strategies to be deployed
- One-on-one tutoring to address student needs
- Restructuring of curriculum content and strategies
- STAR Reading and Math assessments will set a baseline for the school year. This information will be compared with the final assessment that was administered during the 2019-20 school year to determine if learning loss has occurred. The information received from the STAR results will help guide instruction, remediation and acceleration.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of strategies will be measured according to pre-post assessment of student learning loss and objectives addressed. Baseline for each student and schoolwide will be established using STAR assessment as well as mutually agreed upon tools such as rubrics to clarify expectations and to provide feedback; journals, quick writes and discussions to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the lesson; observations of students working in small groups; student work samples and a variety of others. These may take place in the individual classroom by the teacher and/or program-wide and schoolwide. These same tools will be used at the end of the year to measure and evaluate progress as well as effectiveness of strategies deployed to ameliorate learning loss

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

Description	Total Funds	Contributing
Additional support will be provided based on the results in the form of small group instruction, remediation of subject matter, and acceleration for students who have not experienced learning loss.	[\$ 0.00]	[N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

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.]

The district agrees with the CCEE Playbook that “ Emotional safety is the foundation for all learning and success. The pandemic has caused widespread trauma (personal, vicarious, collective, and historical), heightening the need for trauma-informed SEL to care for ourselves, our students, and their families.” Strategies to address mental health and social and emotional well-being will include:

leveraging all staff to maximize adult-to-child interaction;

maintaining connection with students via text, phone, live video, small groups, or one-on-ones, leveraging adults with strong existing relationships with students;

Working with on-site and outside providers to be responsive to students’ needs, possibly establishing video-conference social groups or counseling groups;

Supporting staff members experiencing [secondary trauma](#) or compassion fatigue;

Opening each class period with a welcoming activity or routine to build (or re-build) the community and helps connect students to each other and the work;

Assigning projects in which students get to become helpers. Helping can include making a video teaching a math concept, recording a book for younger students, or making thank-you cards;

Offering students an opportunity to reconnect and create a sense of closure regarding the previous school year through journaling or writing letters to their former classmates or teachers;

Make a concerted and deliberate effort to carry on important school traditions and family/school connections: When school re-opens, bring back family appreciation activities and traditions as health and safety rules allow in order to honor the traditions of family and school connections. Some of these events and traditions include Muffins with Moms, Donuts with Dads, Goodies with Grandparents, Book Fair, Family Game Night, Father- Daughter Dance, Mother Son Game Night, Halloween Carnival, 8th Grade Trip, Kindergarten and 8th grade graduation, and awards ceremonies.

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 is not engaging in instruction and is at risk of learning loss.]

Staff members will immediately call when a student does not show up on a Zoom meeting. Most times, after contact has been made, the student will join the Zoom meeting. If no contact is made, during the subsequent meetings, additional attempts will be made to reach out and try and engage the student. If needed, a phone call will be made after hours to try and connect with a parent. After three days of absences with no contact with the student or parent, a welfare check will be made. After a welfare check has been made, students who miss classes for three or more days will have the SARB process initiated. Contact will be made in the native language of the student.

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.]

Rockford is running the cafeteria program during distance learning with a drive thru service at the school available from 11:30 - 12:20. In addition to the school location, there is a delivery service to the two main bus stops in the district. The bus will deliver lunches to those who have ordered them from 11:45-12:15 in each of these neighborhoods. All lunch standards are being met. Once school resumes on a hybrid schedule, lunch will be served to students who are on campus, and the drive thru and delivery model will continue for the students who are not on campus. Initially, Rockford did not qualify for all students receiving free lunches. With the changes made by the government, all students now qualify for free meals until the funds run out. With all lunches being free now, the number of meals served has increased greatly.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
38.91%	\$1,609,783

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.]

Actions in the LCP are being deployed schoolwide, including actions designed to meet the needs of unduplicated count students, in order to assure equity in the distance learning and hybrid program delivery systems during this emergency. Our first concern must be that every student continues to have access to the high quality standards-based instructional program at Rockford School. Both classified staff members have time scheduled at the end of the school day to make contact with English learners, foster youth and low-income students needing additional support. These staff members provide support on classroom assignments, parent communication, and technology. Our primary concern for our foster youth, English learners and low-income students was access to technology. By providing our students with chromebooks, headphones and hot spots, we have targeted their specific needs. We also recognize that the social emotional well being of our students is significant to their success in the academic setting and have contracted with the county office of education to have a triage social worker on campus once a week for the current school year.

Supplemental and Concentration actions and services are deployed schoolwide and are principally focused on closing the achievement gap and meeting the needs of unduplicated count students (Low Income, English Learners, and Foster Youth). These funds are not included in this LCP. Using the calculation tool provided by the state, Rockford has calculated that it will receive approximately **\$1,609,783** in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF) and will demonstrate that the district is meeting its minimum proportionality requirement of **38.91%** by expenditure of the total 2020-21 Supplemental and Concentration grant funding for qualifying purposes. All of these services combined will improve the access for our unduplicated count students in terms of their ability to maintain effective learning while working in the online environment.

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

[Provide description here]

For actions in this LCP: N/A

For actions funded by LCFF S/C:

Planned improvements have addressed all eight state priorities with new, expanded and/or improved programs, which are principally directed at our unduplicated pupils, addressing:

- Professional development to prepare teachers, administrators and staff to build teaching/learning environments that meet the needs of low income students and English learners.

- Supplemental instructional materials to differentiate instruction to adapt instruction to critical student learning needs.
- Remediation and acceleration programs to fill in knowledge and skills gaps in learning that result from economic disadvantage and English proficiency.
- Extended learning time to provide additional time on task.
- Technology to assure that gaps in technology access for low income students at home do not limit or restrict their ability to learn and practice critical digital skills to prepare them for career and college.

Another example: Foster youth students will have staff reaching out to them during office hours to ensure that they are understanding material and completing assignments. They will be reaching to make sure things are going well and try to gauge their social and emotional well-being. If needed, the classroom teacher and support staff will provide additional services to students in this category for instruction and support beyond what is delivered to the general population. The school psychologist and social worker will be reaching out to these students as well. English Language Learners will have designated EL time provided by the classroom teacher in addition to integrated EL during the instructional day. As needed, support staff will provide additional support per the teacher and/or ELL coordinator's recommendations. These services are over and beyond what the general population of students are receiving. The ELL coordinator will check in with families to see what additional needs these students may have and then a plan will be developed to work with the students on specific needs. The additional time in the afternoons when teachers have office hours will be used as a time for extra support for low-income students. Students will have access to one-on-one or small group sessions. These extra office hour times will be targeted for these populations of students as a priority and then available to other groups when there is time.