



## 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
Reeds Creek Elementary School District	Cindy Haase Superintendent/Principal	chaase@reeds creek.org 530-527-6006, ext. 111

### General Information

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

Reeds Creek School was closed from March 16, 2020-June 2, 2020 due to COVID-19. Staff attempted to make contact with all families every week during the closure and had a success rate of over 95%. We saw a great many of our families in the lunch drive-through line daily, and we delivered food twice weekly to some families and daily to other families. Many of our families do not have the internet and that was a challenge for Distance Learning. For these students, we provided work that did not require the internet. As we surveyed parents about reopening, over 90% of our parents wanted in-person learning. Because the schools in our town did not open, we were flooded with students who's parents desired in-person learning. This has caused our enrollment to be at the maximum. We do not have enough devices for all of

our students now and even though we have ordered many more, they are not in stock. We have also had to purchase additional textbooks because of the increase in our enrollment.

## Stakeholder Engagement

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

Ongoing discussions were held at Staff meetings which were held weekly on March 25, April 9 and 24, May 1, 8, 15, 22 and 29 during school closure. There were also many emails and communication between staff at this time. The entire staff participated in a parade that followed our bus route. MANY students and community members were outside to cheer and it was a huge morale booster for our entire community, including our staff. Site Council Meetings were held on July 13th where the reopening plan was discussed and on September 10th where the Learning Continuity and Attendance Plan was discussed. On August 6th we had Back to School Night and parents all expressed their feelings about school reopening. Parent Club Meetings were held on June 25th where the reopening plan was discussed and September 1st where the Learning Continuity and Attendance Plan was discussed. Coffee with the Principal (offered in-person and Zoom) was held on September 4th where the Learning Continuity and Attendance Plan and many other items of concern and information were discussed. Parents are able to ask questions and express concerns daily in the parking lot during drop off and pick up. A survey via Google Form was given to all parents through the district website, Facebook page, and Remind app to seek feedback regarding the reopening of our school. Many phone calls were made to families who did not fill out the survey or who the school was aware that had poor internet.

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

The draft learning Continuity and Attendance Plan was posted to the school website and parents were encouraged to provide feedback in person, by phone, email, or text. Parents and community members were invited to join the Zoom School Board Meetings on September 17 and 24, 2020, Public Hearing was held on September 17. Site Council Meetings were provided at least 72 hours in advance of the meeting and the agenda was posted at the school and on the website.

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

A survey was sent out to parents in the spring, during our school closure. We wanted input on what their the concerns were in relation to school closure, mental health, technology and internet, supports needed, amount of communication parents felt they were getting from the school, how our school could better support them, preferences for the Fall, transportation needs, and parents ability to assist their children with their school work. All stakeholders expressed concern over the learning loss and social-emotional needs of students. 83% of parents expressed their desire to have students attend school in person. Some parents expressed concern about the lack of internet access. An MOU specific to COVID-19 reopening plan was drafted and agreed upon for Classified and Certificated staff.

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

Reeds Creek School is offering in person learning every day as well as ISP for those who have requested they not attend in-person instruction. We are also incorporating supplemental curriculum to address the learning loss of our students. Social emotional support is being offered through our school counselor and in the classroom.

## 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.]

Reeds Creek School will use board adopted curriculum in ELA, Math, and Social Studies for all grades. Science has been adopted for grades K-5 and grades 6-8 are currently piloting science curriculum. We will also use supplemental curriculum in ELA and math to address continued learning at grade level and learning loss due to school closure in the spring. Students were assessed within the first weeks of school in order to determine the level that they would be starting school for the first time since March. The assessment calendar will be followed to continue to address learning loss. Tutoring is available for students. PPE was provided by the state and we also purchased masks, plexiglass dividers for classrooms, and additional cleaning supplies to keep the school clean.

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

Description	Total Funds	Contributing
Added Para Professional, and an additional Teacher classroom time to support student learning.	\$41,850	Yes

Description	Total Funds	Contributing
Cleaning supplies, masks, plexi glass, hand sanitizer	\$9,130	No
Purchased additional textbooks in order to best meet the academic needs of students.	\$2,765	Yes
Purchase additional devices and technology to support student learning.	\$44,390	Yes

## Distance Learning Program

### Continuity of Instruction

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

An additional teacher has been hired to manage the ISP program. This teacher coordinates with the classroom teachers and delivers the provided curriculum to the students. This teacher also meets with the students and parents on a regular basis as well as making contact with students.

### 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.]

A chromebook or iPad was sent home with every ISP student. Hot spots have been ordered for families who have chose ISP and have no internet. We are extremely rural and hot spots do not always work. It has also proven difficult to actually acquire hot spots at this time. Our parking lot is always available for students to connect to internet.

## 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.]

ISP curriculum will be handed out to students just as it is in the classroom. Attendance will be based on work completed. The ISP teacher will be available for Zoom meetings and check ins.

## 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.]

Our ISP teacher was trained on Go Guardian and Zoom in order to support the program.

## Staff Roles and Responsibilities

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

We started the school year having teachers manage in class learning and ISP. We quickly hired an additional teacher to take on this task. Because many schools in our county did not open for in person learning, our enrollment grew quickly. There is no possible way to combine classes and assign a regularly employed teacher to oversee ISP on our campus. With classes growing, it was not possible for teachers to manage both in person and ISP at the same time.

## 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.]

The population of students in this category is extremely low at our school. These students receive extra support in the form of tutoring, additional assessment of learning loss and supplemental programs.

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

Description	Total Funds	Contributing
An additional teacher has been hired to manage the ISP program. This teacher coordinates with the classroom teachers and delivers the provided curriculum to the students. This teacher also meets with the students and parents.	\$23,000	Yes
GoGuardian which helps monitor activity on school chromebooks. It also has a feature to allow face to face meetings on line.	\$557	Yes

Description	Total Funds	Contributing
Hot Spots were purchased that will allow families without internet to participate with online components of the program	\$2,975	Yes

## Pupil Learning Loss

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

Reeds Creek School has an assessment schedule to measure learning status throughout the school year. Math and Language Arts assessments were given immediately upon return to school in order to make a plan to address learning loss for students.

### 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.]

We have purchased supplemental curriculum to address learning loss for ELA and Math. We purchased Lexia and Reading Mastery supplement for ELA. We have also purchased the math portion of Lexia and are using Zern for math supplemental curriculum. Our Star program assesses students in ELA and math. Special populations and students with a greater need who also qualify for an IEP will receive Special Education services. All of these students will also receive additional weekly tutoring and individualized assistance in academic areas.

### 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 assessment calendar will be followed and results will be recorded. Conferences with teachers and administration will occur on a regular basis to monitor progress and measure effectiveness of the services. Adjustments will be made for individual or groups of students as needed.

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

Description	Total Funds	Contributing
Lexia used daily to address ELA learning loss. Rewards are given for passing levels and making progress on reading. Reading Mastery is daily for grades TK-5. Renaissance is also used to help students with learning loss.	\$4,881	Yes
Additional tutoring to address learning loss.	\$4,725	Yes

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Our school is small and close knit and every staff member comes into contact with all staff on a daily basis. Constant communication between staff will help with the emotional well-being of both students and staff. Communication happens daily between all staff in the common work room, through email, and group texts. Because our school is so small, we see most parents every day. Strong relationships have been built and parents are comfortable sharing their struggles with our staff. The principal communicates weekly with all families and they can text her 24 hours a day. Families are very good at letting the school know what they need and the school can usually help immediately. Our school secretary knows all families and they are comfortable calling and asking for help. We have a counselor on site who meets with students one day each week and provides emotional support and strategies for students and staff. If a staff member is struggling, they are very good at reaching out to the principal. Our staff is very small and close knit and they have worked to build positive relationships with each other. If someone is struggling and doesn't want to bring attention to themselves, another staff member will let the principal know and it can be addressed discretely. Our staff looks out for each other and a struggling staff member will have support of administration in many ways including immediate class coverage, check ins during class time and non school hours, and time with our school counselor if needed. If a student is struggling, the counselor is called to meet with them. If it is a day when the counselor is not on campus, she can come to school if the situation calls for it. If not, the teacher, support staff, or the principal will meet with the student and offer support. The Signs of Suicide curriculum will be presented to 7th grade students.

## 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.]

Reeds Creek School is very small and we have constant communication with parents. We use email, phone calls, Remind, Facebook, and in person methods to communicate. A weekly all call and email goes out to all families, keeping them informed of upcoming events and other important issues. When a family needs to be reengaged, the teachers, school secretary, and principal all reach out using a variety of methods. A shared contact log is kept and all attempts are documented. If all efforts to contact are not successful, a home visit is made. If none of these methods are successful, a request for investigation will be sent to the SARB office and the District Attorney will work to connect with the family to offer assistance.

## 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.]

All students currently receive free breakfast and lunch at Reeds Creek School. This is in effect through December 2020. Meals are available every week day for pick up for all ISP students and members of the community. We have advertised this in the weekly all call, marquee, website and Facebook page. This service has been provided since school closure last March.

## 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]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		



Section	Description	Total Funds	Contributing
if the action does not apply to one specific section]			

## 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
15.23%	\$201,400

### 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.]

All of our actions that are being provided school wide were chosen with consideration for the needs of our foster youth, English learners, and low income students. The actions are effective in meeting needs for all students. We hired an additional teacher to help manage our distance learning program. This teacher will be a connection with families to assure they are engaging with curriculum. This teacher will help connect students and families with the classroom teacher to assure students are receiving the necessary instruction in order to mitigate any learning loss due to the impact COVID has had on our school community.

Go Guardian will help teacher to monitor student engagement. This will allow teacher to keep track of student participation in learning. This will also be used as a tool to monitor face-to-face learning order to better serve students.

We purchased additional curriculum and textbooks to assure all students, both face-to-face and distance learning students had full access to the curriculum.

We purchased additional Chromebooks and hotspots to assure that students had full access to the online curriculum.

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

We are offering after school tutoring and supplemental supports for foster youth, English Learners, and low income students. This includes a high percentage of our population so we offer these supports to all students. The additional tutoring and supplemental supports are designed to help mitigate learning loss and to help students to progress more rapidly to meet grade level standards.