



# 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
Ravendale-Termo Elementary School District	Jason Waddell Superintendent	jwaddell@juniperridge.org (530) 257-8200

## General Information

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

Like most other school districts in California, the Ravendale-Termo Elementary School District was not prepared for the shutdown that occurred in March that closed our schools through the end of the school year in June. On March 19, 2020 district officials made the decision to close down the school as a precautionary measure to combat the advancement of the COVID-19 virus. This closure was originally only expected to last until the beginning of April, but within a couple of days, it was clear that we were going to have to remain closed to normal operations for a longer period of time. Once it was determined that we could likely be out for the remainder of the year, our administration began working with our staff on a plan to continue to educate and feed our students.

With only seven students and four families at our school site, the district determined that it could continue to provide "in-person" learning on a limited basis for one family at a time. Working with the school staff, a schedule was developed that provided one day per week of individualized instruction for each family of students. The school van would transport the students to and from school with each family having a different day of the week for in-person learning. In the off-days, the students would have work assigned by the teacher sufficient to carry them over until the following week when they would go to the school again. The staggered approach allowed cleaning staff time to sanitize

both the school van as well as the school classroom in between visits. In addition, the school was able to provide a bag of groceries for each family on a weekly basis to help families in need keep up with meals for their children.

Administration worked throughout the summer to monitor the changing guidelines that were in place for educational entities. Plans were formulated and thrown out as guidelines changed multiple times and reopening schools seemed to become more and more difficult. As we inched ever closer to August, the district utilized information gleaned from parent and staff feedback to formulate a plan of what school might look like. Our teacher spoke with each family about our plans to ensure that they would be comfortable with reopening school. Using suggested safety protocols, the classroom teacher designed a daily program for the students that would allow proper social distancing to be maintained and staggered routes were used to transport smaller groups of students in each area of the district. Three van runs with three different start times allows students to stagger their entry and exit as well as providing the teacher individual time with small groups of students. The new schedule meets the needs of the families in our community.

## Stakeholder Engagement

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

Since the schools closed in March 2019, the Ravendale-Termo Elementary School District has initiated a steady stream of communication with parents. Without the ability to meet with various stakeholders on a regular basis through our stakeholder groups, we began a routine communication line using our school websites, individualize phone calls and postings on community forums. Throughout the communication process, the district gathered parent opinions and preferences. Without the necessary feedback from our parents in conjunction with the feedback from our staff, we would not have been able to successfully build a reopening plan that had strong support from all groups. Having weekly meetings with students also allowed parents to visit the school and communicate with staff about how things were going. Students and parents were able to provide constant feedback to the teacher regarding their education and the likelihood of reopening schools. This was especially helpful for those families that lacked internet connection at their homes. No translators were needed to communicate with parents when getting information, but a Spanish speaking staff member was available if necessary. These communications were a strong backdrop to the decisions being made on the 2020-2021 school year.

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

Given the limited internet connectivity in a large portion of the school district, meetings taking place after the closure of schools in March were held in the largest spaces in the school so that social distancing could safely occur and our community still had an opportunity to participate. Meetings with teachers and other stakeholder groups were completed using phone calls, Zoom or other online collaborative software. Stakeholder feedback provided much needed input and our reopening plans changed multiple times to meet the needs of the community, staff and students.

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

Parents shared that they were happy that we found a way to still have children work with their teacher, even if it was only for one day each week. There was a question from one parent about why we would do this in our approach. The district shared that that if it was important that the students feel connected to the school and that they not fall too far behind. Many of the families in the district do not have internet and may not have other means necessary to support student learning. The connection to school was very deliberate and allowed the teacher to do more with her students than if they were completely on distance learning.

The weekly contact also allowed parents to communicate with the teacher about what school would look like in the fall. Once guidelines were publicized, it became apparent that we may need to adjust busing schedules, but that the students could still be safely distanced in the classroom and no one would need to be excluded or go on distance learning. The district is prepared should we need to go on distance learning, but so far, 100% of our students have returned to daily "in-person" schooling.

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

The stakeholder engagement process influenced the development of our reopening plan as well as that of our Learning Continuity and Attendance Plan. The need to gather voices from all aspects and walks of life within our district was the only way to generate a plan that had elements to it that provided for all. Many of the safety protocols related to COVID were a direct influence from several groups as we moved through the reopening plan process. Parents adjusted their schedules to accommodate the new busing routes and district staff have adjusted their daily schedules to accommodate the new staggered start and end times for each group.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Ravendale-Termo Elementary School District has worked with the local Public Health Department, the Lassen County Office of Education and the other LEA's in the surrounding area to develop a school reopening plan for the fall of 2020. District staff spoke with parents and fellow employees regarding their opinions on reopening and what options they would like to see available. Given the small size and remoteness of the school, it was apparent that there was a desire to hold "in-person" learning for our students. The plan included shifting around the busing schedule as well as the starting and ending times for different groups so that we could stagger students and allow a safer trip to and from schools. The positive side effect of the busing schedule is that it allows the teacher time to work individually with different groups of students as they arrive at school and others as they leave at the end of the day. Safety guidelines for in-school instruction include

small groupings and staggered start/stop times. Movement of cohorts was identified and different grade levels were designated specific entry areas to the school campuses. The entire reopening plan followed the CDPH guidelines for schools and was approved by local health officials. Temperature checks, face coverings and social distancing are part of each school plan in order to keep students safe.

Hand sanitizer is available in each classroom as well as on the school van. Hand-washing is a critical component of reducing risk and transmission of the virus and students are encouraged to keep their hands away from their faces. Face coverings are available for all students and staff. Staggered entry and exit from the campuses has reduced the crowds of students as they arrive and school and has allowed a safe ingress and egress from the school.

The classroom teacher is still completing a full day of instruction at each grade level consistent with the current state guidelines. All on campus instruction will meet the minimum minutes requirement for students. Umbrella services from the Lassen County Office of Education, such as: speech therapy, occupational therapy, adaptive physical therapy, counseling or other such services are still available on an as-needed basis. The staggered start/stop time has provided the teacher with time to work on learning loss with students daily so that if something happens, the teacher has already established processes for enhancing learning on an individual basis.

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

Description	Total Funds	Contributing
Purchase plexi-glass barriers to help reduce contact between students in the classroom. Use to support smaller group instruction with teacher- priority given for unduplicated pupils. (Federal CARES funds)	200.00	No
Purchase chromebooks and charging cart for use by unduplicated pupils.(Federal CARES funds)	6000.00	No
Purchase supplemental math workbooks to be used by unduplicated pupils. (Federal CARES funds)	2000.00	No

# Distance Learning Program

## Continuity of Instruction

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

The Ravendale-Termo Elementary School District is not currently providing distance learning to any of our students. All families have elected to have their students attend school in the "in-person" learning model. School administration is shared with the Susanville School District in Lassen County- one hour south of Ravendale. Should it become necessary to initiate a distance learning model for any students, administration is familiar with the regulations and needs to operate a successful program. The same guidelines that are in place in Susanville could be employed in Ravendale.

## 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.]

Lack of internet providers in the district is a major obstacle. Because of the remote environment of the district, most cell providers cannot provide reliable coverage and many of the residences in the district do not have access to any provider. When schools closed down this past spring, this was a known issue and thus the workaround for students to still attend one day per week was implemented. The district has both iPads and has purchased Chromebooks for each student should they need to use a device at home. The district is currently working with the Imperial County Office of Education to try to bring a BIIG Circuit to the campus that will provide better support at the site. Future access from the new circuit might be available to support more than just the school.

## 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.]

The Ravendale-Termo Elementary School District is committed to identifying and addressing gaps in learning through instruction and monitoring student progress on grade level assessments adjusts supports based on individual student needs. The teacher will engage in daily formative assessment and modify instruction based on analysis of student progress and learning needs. If in distance learning mode, the teacher will monitor student progress through live contacts, record keeping of student engagement and participation and synchronous instructional minutes on a daily basis as is consistent with current accounting guidelines. The teacher will measure participation and provide a time valuation of student work based on what would be completed by students in a normal day while in "in-person" learning.

## 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 teaching staff will participate in professional development to familiarize themselves with the Google Classroom platform, Zoom instruction and any other needed coursework that will help staff deliver high quality instruction to students in our district. Staff has already

received training on the online components of our curriculum and will use several of these components to support learning from home. Technology support is provided to staff on an as needed basis through the technology team at the Lassen County Office of Education.

## Staff Roles and Responsibilities

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

The closure of school in March provided our staff the unique challenge of learning how to still deliver curriculum to our students in a safe environment. New schedules were created for teaching, busing, food prep and cleaning. Each employee in the district was asked to do things differently and a great deal of adaptation needed to occur for the school to serve the needs of our students.

Modifications were necessary to students that were receiving counseling services through the SELPA. Online counseling with Presence Learning was shifted from the school site to the home and then back to the school in order to make it work for everyone. The social-emotional well-being of our students was paramount as we elected to continue to have kids come to school on a weekly basis so that they could still feel connected to school and stay in a normal routine.

Most employees roles remained similar to what they had been before the shutdown, with our custodian doing more cleaning between groups than had been done before. Times needed to be adjusted for new schedules and the only employee that found things much different was the instructional aide. A maternity leave prompted this change more than COVID.

## 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.]

100% of the students in the district are part of the unduplicated count. For this reason, the school elected to remain open for our students each week. Whether EL, low-income, foster youth or homeless- the district brought the students to school for individualized support from the classroom teacher and provided families with food each week to help support the students at home.

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

Description	Total Funds	Contributing
Chromebook purchases for our unduplicated students for use at home if distance learning becomes a necessity. (Federal REAP funds)	5000.00	No
Additional costs of transportation for driving students in smaller groupings to the schools on staggered schedule. All students are part of the unduplicated count. (LCFF Funds)	3000.00	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.]

The Ravendale-Termo Elementary School District understands that although our students were still attending school weekly this past spring and engaged with their teacher, the potential for learning loss could be profound for certain students. Upon return to school this fall, teaching staff will plan to address potential learning loss through a variety of measures to support foundational growth of student learning. The district will compare student assessments from the previous year with current assessments. Families and students can expect that quarterly assessments will be used to monitor student learning and growth throughout the school year.

Benchmark, Think Central and Odysseyware will be used to monitor student growth, including the rate at which students are making up for learning loss. The primary focus of the monitoring will relate to Mathematics, English Language Development and English Language Arts.

## **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.]

Teaching staff will plan to address learning loss for all students in Mathematics, English Language Arts and English Language Development through synchronous instructional time. All students will receive standards-aligned instruction from grade level curriculum. Teachers will use formative and summative assessment to determine individual needs. Additional support for our low-income, EL, homeless and foster youth will occur during the staggered start and end times each day where the teacher has specific time with each individual student to address learning loss.

Currently, there are no English Language Learners at the school, but if we enroll any of these students, the English Learner Coordinator from Susanville School District will provide support for these students and help the teacher facilitate specific goal monitoring and tutoring for these students.

Currently, there are no Foster Youth attending the school, but Ravendale-Termo Elementary School District shares a partnership with the local Foster Youth Services Program in Susanville.

## 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 the services and supports used to address learning loss will be measured through pre/post assessments by the classroom teacher to measure actual growth versus expected growth. Staff will analyze results and discuss the effectiveness of our efforts and adjustments will be made based on collected data from these assessments.

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

Description	Total Funds	Contributing
Purchase supplemental math materials for additional reinforcement of foundational skills. (Federal CARES funds)	2000.00	No

## 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 Ravendale-Termo Elementary School District is committed to supporting the mental health and the social/emotional well-being of our students and staff. When our school closed down in March, student well-being was a primary focus of our staff. School connectedness was very important as we devised a means for keeping the students in our school connected with school and feeling like they were still a part of the educational institution that they normally attended every day. Developing a plan that still brought students to school and allowed them to interact with their teacher was a goal as we developed our plan for the spring.

Staff has been assigned professional development aimed at monitoring the well-being of students and providing oversight for their care. As mandated reporters, staff receive training each year that reminds them of their obligation to be an additional set of eyes and ears that help to protect our students from harm. Additionally, staff have received training on the strains created by the COVID-19 pandemic. These trainings allow staff to provide a strong foundation for our students as they return to school.

Our local County Office of Education, as an extension of agencies throughout the state, has provided our district with several resources that exist online for our students and staff to use should they be experiencing trauma from the impacts of the pandemic. These resources include webinars, life interaction with trained counselors and even virtual events that support positive social/emotional well-being.

## 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 Ravendale-Termo Elementary School District will always affirm the importance of attendance and engagement in school. Even if we were in a distance learning setting, we would still want students to be present (logged in) and we want them engaged with their learning. Interacting, thinking and connecting is what students need to learn and thrive in their education. We will continue to provide engagement and outreach to students who are absent from distance learning. The district has adopted the following protocols for tiered re-engagement for students who are absent from distance learning for three or more days or 60% of the instructional days in a school week:

1. Verification of current contact information for each enrolled student;
2. Daily notification to parents or guardians of noted absences;
3. Outreach from the school to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction;
4. In the event the school is unable to communicate with the parents/guardians and the student, the school will seek assistance from the Lassen County Probation Department to make a home visit and help determine if barriers are preventing student from accessing their education.

When students are not meeting the compulsory education requirements or when a pupil is not engaging in their instruction or is at-risk of learning loss, the District will provide additional resources to help insure that their educational needs are met. Should a variation of home language be a barrier for our students or their family, an interpreter may be used in conjunction with translation services available through Google and other online programs.

## 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.]

When the Ravendale-Termo Elementary School District shut down its school in March 2020, student meals was a top priority for students as we looked for ways to serve students. With students actually attending school each week, the district was able to provide groceries for our students for an entire week. Students were provided lunch essentials and the bags of groceries were delivered to the home along with the student when they returned from their weekly trip to school. Families with several students obviously received a greater amount of food for their children. During a good portion of the spring, food had to be pre-ordered at the grocery store and curbside pick-up was available to help lessen the impact of COVID.

With all of our students attending school in person, the district will continue to serve a daily snack and meal to all of our students in the school. Current Public Health regulations require the district to provide more spacing for students in the cafeteria, but with our small student body numbers, the students are still able to eat together in the cafeteria. All students in the school, regardless of their free/reduced status are able to eat lunch for free, just as the school has always done in the past.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Purchase Chromebooks and have students begin to use Google Classroom in preparation for the possibility of a shutdown. Purchased using Federal Learning Loss funds and Federal REAP funding (\$12,000 total).	12,000.00	No
Distance Learning Program (Distance Learning Professional Development)	Professional development for the teacher in use of Google Classroom to prepare for possible use of technology if we are to shutdown. Paid for using Federal Learning Loss funds (\$200).	200.00	No

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Purchase of plexi-glass dividers to help with social distancing in the classroom. Purchased with Federal COVID funds (\$200).	200.00	No
Pupil Learning Loss	Purchase of additional curricular materials to be used to support learning loss. Purchased using Federal Learning Loss funds (\$2000).	2000.00	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.2%	18,804.00

### 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.]

The vast majority of the actions in the Learning Continuity and Attendance Plan are applied across the entire school because 100% (projected for 20-21) of our students are part of the unduplicated count. The school does not currently have any foster youth, English Learners or homeless students. Our Low-Income students represent the majority of the student body. When considerations are made for actions at the school, the district is always considering the needs of these students first. All decisions are meant to benefit our most needy students. Should the district enroll an English Learner, the district will utilize the services of Susanville School District's English Learner Coordinator who will provide individualized services as needed. The district has a partnership with the Lassen County Probation

Department who is also the Foster Youth Liaison to support making contact with "unreachable" Foster Youth students should they be enrolled. Actions that were planned through the existing LCAP that increase or improve services for unduplicated students are still being maintained by the district this year; examples include the purchasing of student supplies (\$500), additional time with an instructional aide (\$10,000), increased transportation costs (\$3000), interpreter services (\$500), musical instruments (\$500), and website updates for communicating more effectively with parents (\$1000).

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

Services that can still be administered from our original LCAP that contribute towards improving or increasing services for our unduplicated students will remain in effect. Examples of such services are additional instructional aide support staff to provide small group instruction for our EL, Foster, Homeless and Low-Income youth, additional money towards the supply budget to support purchase of student supplies so that each child has materials to use at school and at home, purchase of more musical instruments to expand what students may learn to play, maintenance of the school website to provide better communication for the parents of our neediest students and translator services that might be needed if we have students' families that do not speak English. These actions are expected to result in overall improvements in our students' connectedness to school, their academic achievement and their preparation for high school.