

***Update 2020-2021 Continuity of Learning
and Mitigation of Learning Loss Plan /
2021-2022 Local Control And Accountability Plan***



Rowland Unified School District

April 22, 2021

Progress Update



Due to the impact of COVID-19 on public schools during the 2020-2021 academic year, Senate Bill 98 required school districts to develop a one-year **Learning Continuity and Attendance Plan**. On March 25, 2021, the RUSD Board of Education received an update on the actions implemented from this plan, including details on:

- Current **Instructional Approach and Schedules** for the Virtual Classroom
- **Professional Learning** for 2020-2021
- Strategies for Providing **Academic Support**
- Strategies for **Addressing the Whole Child**
- Actions to Provide **Parent/Guardian Support**

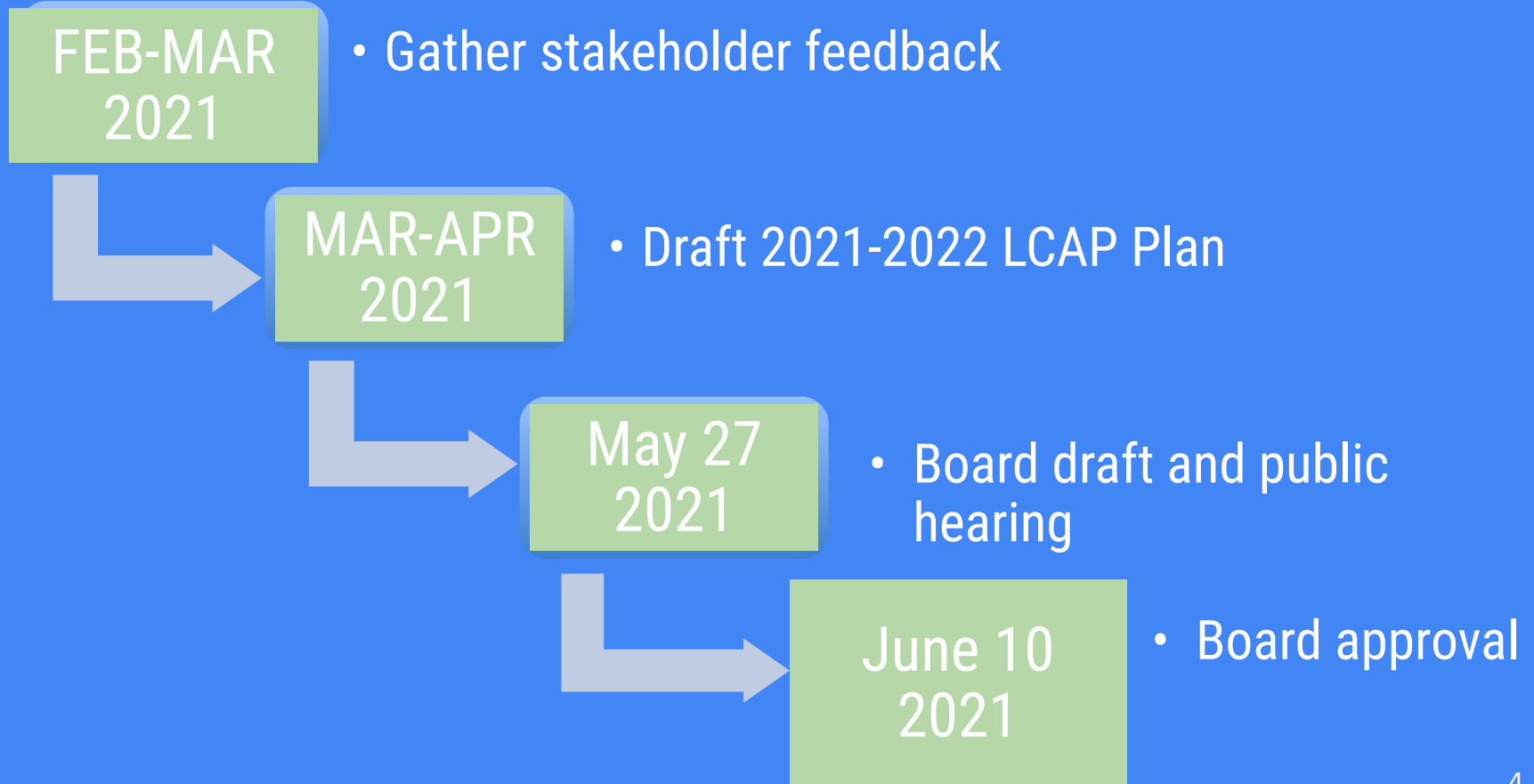
Progress Update



Starting in 2021-2022, school districts are required to resume implementation of the **Local Control Accountability Plan (LCAP)**. In preparation for this, Educational Services has been gathering feedback from stakeholders in order to develop an LCAP for the 2021-2022 academic year. This study session will:

- **Review feedback** collected from stakeholders
- **Share outcomes** on the current plan
- Review next steps to develop draft **Local Control and Accountability Plan** for the 2021-2022 school year

2021-2022 LCAP Timeline



Stakeholder Engagement to Develop Plan for 2021-2022

Who will participate?



Superintendent's Parent Council:

- February 4, April 15

District English Learner Advisory Committee

- February 11, May 20

Student Voice

- Fall 2020 Survey / Spring 2021
- Focus Groups

Open Community Meetings

- March 8, March 15

Association of Rowland Educators

- Spring 2021

California School Employees Association

- Spring 2021

LCAP Council Meeting

- April, May 6



Rowland Unified School District

COMMUNITY: What's working well and what can we change to improve student success?



213

Participants



210

Thoughts



3560

Ratings



5

Pending



0

Comments



Key Themes Addressing What is Working 2020-2021

Positive Changes to the RUSD Virtual Classroom for 2020-2021

ParentSquare has been a perfect way to have all information in one place Keeps parents organized and informed

4.0 ★★★★★ (24 👤)
Ranked #10 of 205



Streamlined Communication: Addition of Parent Square based on Spring 2020 feedback

Consistent Online Tools: Purchase of districtwide applications for all classrooms

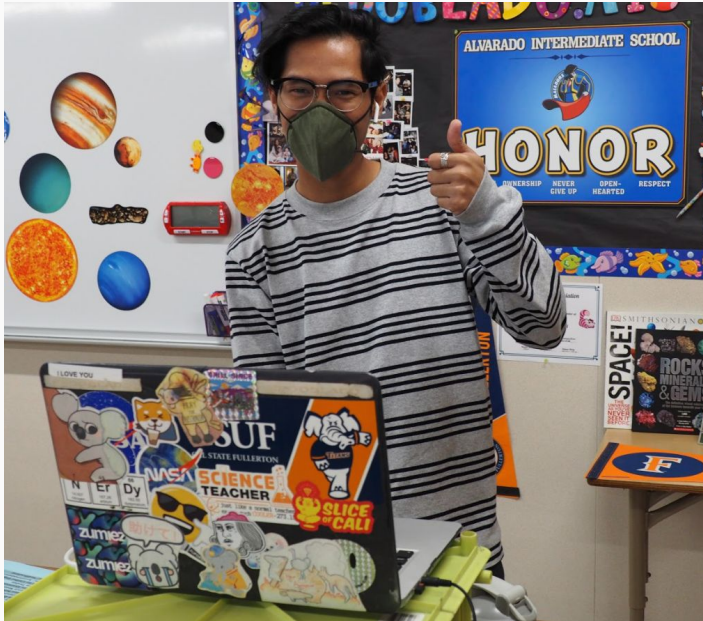
Learning Supplies: Distribution of books and learning supplies to all students

Small Group Instruction: Access to additional support

Recognition of Hard Work by Teachers during Distance Learning

Teacher constant encouragement to participate and share thoughts and concerns. the weekly academic challenges posted by the teachers with a bit of fun It is important because it provides a safe space for the kiddos to share without fearing rejection or judgment by peers and keeps them engaged.

4.1 ★★★★★ (11 ★)
Ranked #9 of 205



Connecting and Caring: Making extra effort to connect virtually

Adjusted instruction for virtual classroom: New strategies to support student learning

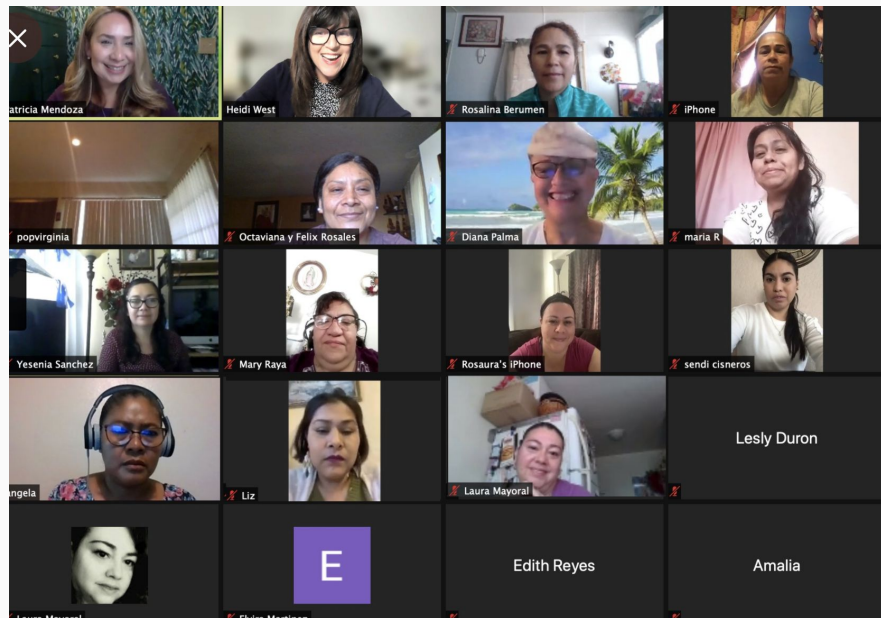
Communication with students/parents: Using multiple modes to stay in touch

Small group instruction: Reteaching key concepts and checking for understanding

Robust Support for the Whole Family during Distance Learning

Having a device for every child was a nice surprise. Accessibility and preset log in procedures is a huge technical hurdle to have fixed ahead of time.

4.3 ★★★★★ (23 👤)
Ranked #1 of 205



Family Resource Center

Parent Training/Support

Devices and Tech Hotline

Translation Support

Food Distribution

Key Themes Addressing What to Change for 2020-2021 and 2021-2022

Provide In Person Opportunities for Social Emotional Connection

I wish there was a way to connect the children beyond a screen... I understand it's just not possible at present. It is important for their emotional & social development

4.1 ★ ★ ★ ★ ☆ (22 👤)
Ranked #6 of 205



Need to connect with friends

Change to celebrate the end of the year

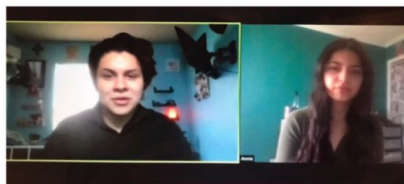
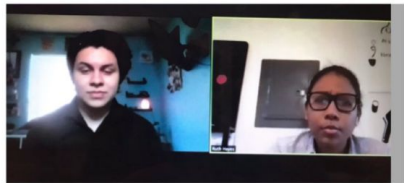
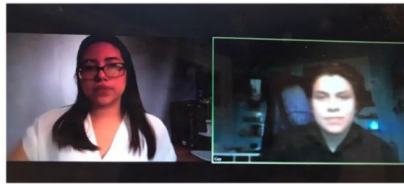
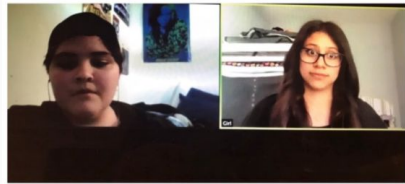
More opportunities to get help when they don't understand the lesson

Provide In Person Opportunities for Academic Support

students should be given more options on how to receive extra help By having teachers offer extra educational websites/videos for their subject it will allow students to receive extra support and understand the content

4.2 ★ ★ ★ ★ ☆ (24)

Ranked #3 of 205



More opportunities to get help when they don't understand the lesson

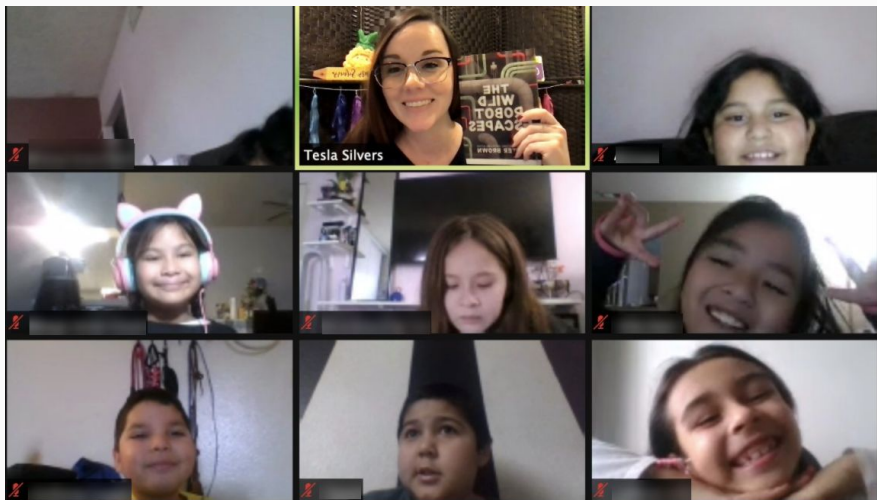
In person opportunities to catch up on grade level content after the 2020-2021 school year

Continued access to teachers via email, small group, office hours when help is needed on assignments

Provide Continued Support and Flexibility for Demonstrating Learning

Our TK teacher does "small group" time I feel this is something very beneficial for my child.

4.0 ★ ★ ★ ★ ☆ (23 👤)
Ranked #13 of 205



Help students prioritize workload and assignments

Additional opportunities for student to raise their grades

Opportunities for students to demonstrate their learning in a variety of ways

Virtual Classroom Resources 2020-2021



745 Macbooks
656 iPads

12,758 devices distributed
3,335 wifi hotspots provided



1,023,210 total meals served



17,355 hotline
calls fielded

652
Promethean
boards



Virtual Classroom Resources 2020-2021



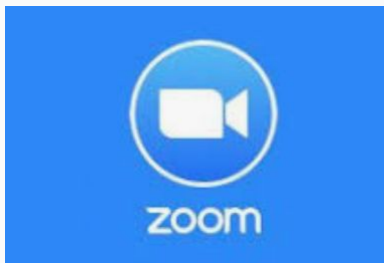
5.7K students
320K logins



4.1K students
21.2K logins



292K student logins
227K teacher posts



256 webinars
293,580 meetings

154,980 books for K-6 Students
61,490 books for 7-12 Students



Virtual Classroom Resources 2020-2021

Elementary

Students tutored: 2,264

Estimated hours: 4,569

Secondary

Students tutored: 741

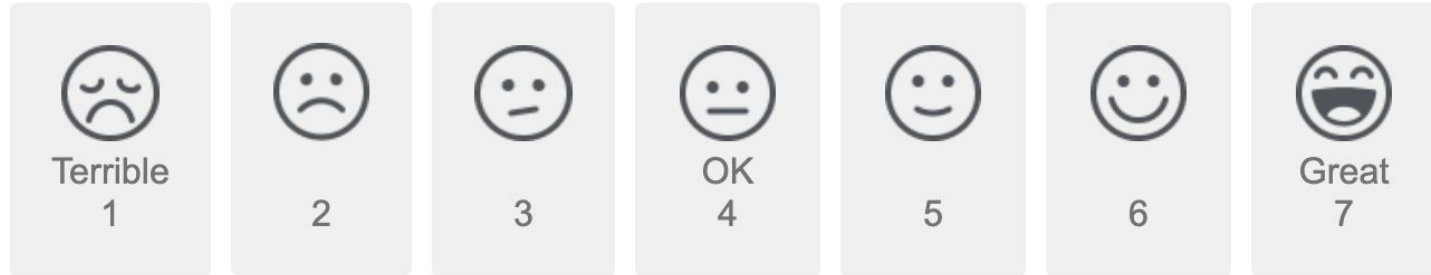
Estimated hours: 3,316



Student Pulse Survey, November 2020, Grades 5-12 (n=2,725)



How are you feeling about learning online?



1 or 2 = **16%**

3 or 4 or 5 = **63%**

6 or 7 = **21%**

"I can go at my own pace , and I feel I learn better like this."

"I think learning online is a pretty good because I feel more concentrated and focused. I also like it because when I do test's I don't get distracted."

"I love online school, I just feel like because i'm so shy and have like social anxiety and don't really like meeting new people or interacting with people i'm not close with. so i feel like it's better for me."

Key themes:

- **Reduces anxiety:** less social anxiety and distractions
- **Flexibility:** balancing school with home life
- **Self-directed:** manage my own time and work

How are you feeling about online learning?

21% selected 6 or 7



6



Great

7

"I can't see my friends in person cause of The COVID-19 so I feel sad."

"I'm constantly exhausted. Online homework and zoom drains me mentally and physically. I totally hate it and I barely have anytime for myself. Especially since I'm a senior trying to figure out my life."

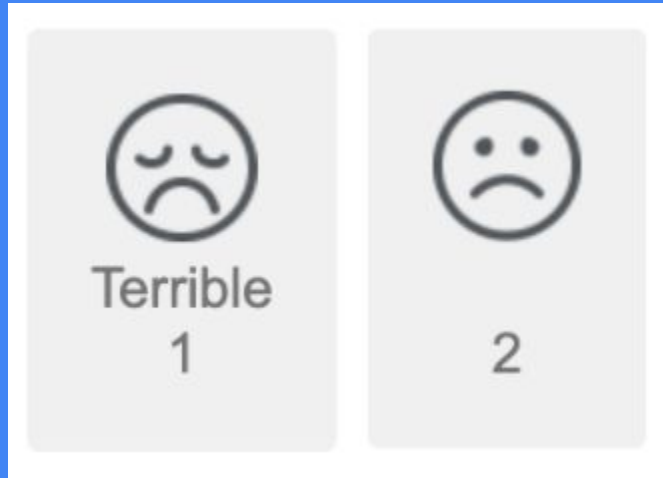
"I am not as productive and it is hard to understand some things."

Key themes:

- **Isolation and mental health:** unable to see friends and teachers in person
- **Work load:** difficult to manage amount of homework and prioritize
- **Communication:** lack of informal interaction with teachers

How are you feeling about online learning?

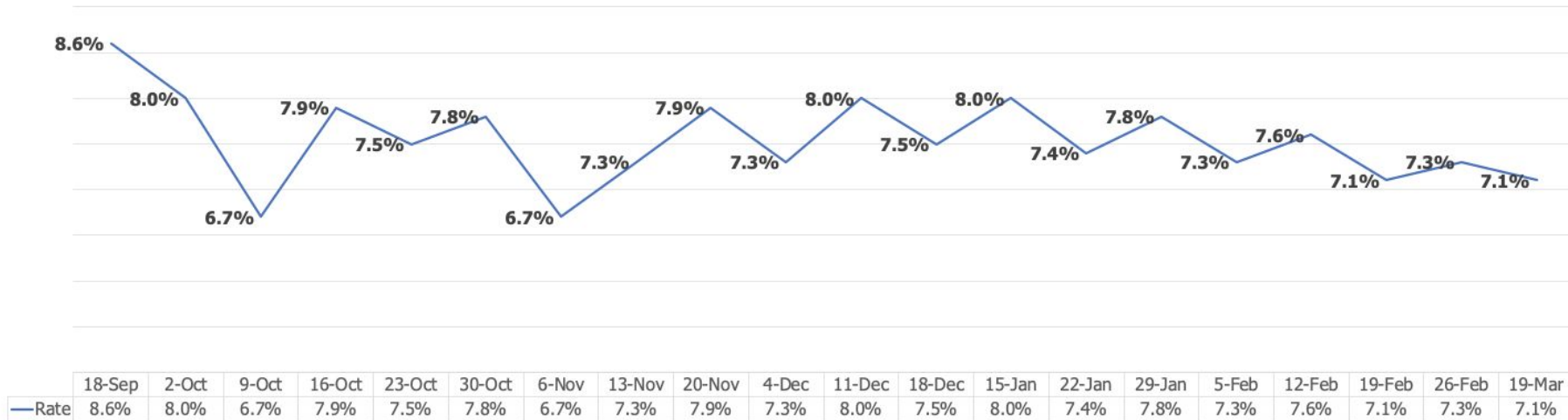
16% of student selected 1 or 2



Student Engagement Remains High: Rates of Chronic Absenteeism Reflect Past Rates in RUSD

Compared to the most recent rate posted on the **California Dashboard (7.4%, 2019)**, Chronic Absenteeism in RUSD is on track to maintain or improve during the 2020-2021 school year.

RUSD 2020-2021 Chronic Absenteeism Rate



Source: Aeries Student Information System

Parent / Guardian Training throughout 2020-2021

<i>Training</i>	<i>Date / Participants</i>	<i>Training</i>	<i>Date / Participants</i>
Tech Bytes	October - 128 November - 50 December - 72 January - 65	Go Go Grandparents	October - 27 November - 28 December - 45 January - 23
Secondary Success	December - 118 January - 96	Well Being Wednesday	September - 362 October - 168 November - 103 December - 68 January - 89

Communication Overview 2020-2021

**1,685 followers
(+552)**



572 followers

**1,550 followers
(+398)**



**13,485 users
1,939 flyers**



"I like being able to easily communicate with my child's teacher and hear about school events."

RUSD Parent commenting on Parent Square

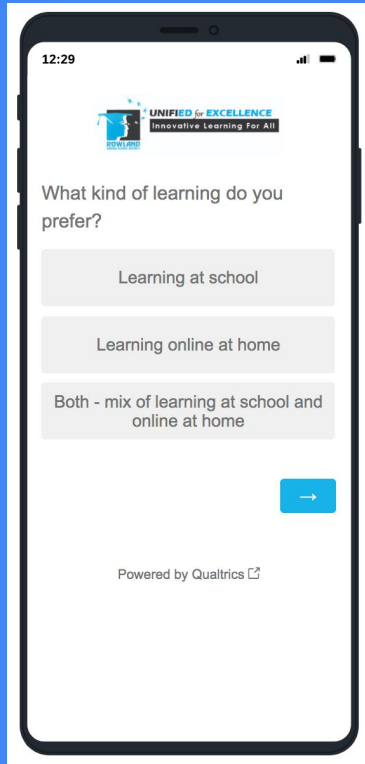
98% RUSD Families Connected



ParentSquare

Professional Development for Teachers on the Virtual Classroom

Listening and Learning Spring 2020



Data collection:

Student Remote Learning Survey (n=1,929)

5 Student Focus Groups

Teacher Remote Learning Survey (n=459)

23 Teacher Focus Groups

Parent Survey (n=4,047)

Key questions that continued to emerge:

*How do we keep students **engaged** in online learning?*

*How do we support their **social-emotional** needs?*

*How do we **check for understanding / assess** in the online learning environment?*

*How do we **give feedback** in a meaningful way online?*

RUSD Virtual Classroom Professional Learning



Creating Community in Online Classrooms



Designing Online Learning Experiences



Ensuring Equity and Inclusion in Online Learning



Assessing Learning in Online Environments

5 Instructional Strategies for the Virtual Classroom

- **Simple is better:** stick with a few tools and repurpose them for various tasks
- **Consider cognitive load:** chunk information, embed reflection, provide consistent presentation
- **Support student agency:** give students voice and choice in pace, path and time/place for learning
- **Embed formative assessments:** check for understanding throughout the learning process
- **Provide meaningful feedback:** use a variety of modes (text, audio, video) to personalize feedback

Virtual Classroom Professional Development

443 RUSD teachers K-12 participated in the professional learning

82% agreed the content “supported planning for the virtual classroom”

71% agreed the process “supported my collaboration with colleagues”

75% would like to participate in additional microcourses if available

RUSD Grade Level Community of Practices 2020-2021



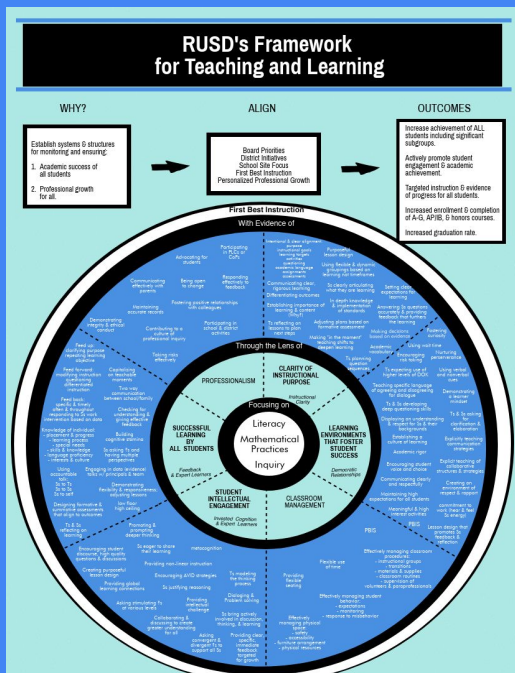
Returning to In Person Learning 2021-2022: Planning Next Steps and Applying What We Have Learned



Professional Development for Teachers on the Instructional Focus Areas

Professional Learning

September 25, 2020



Elementary Professional Development

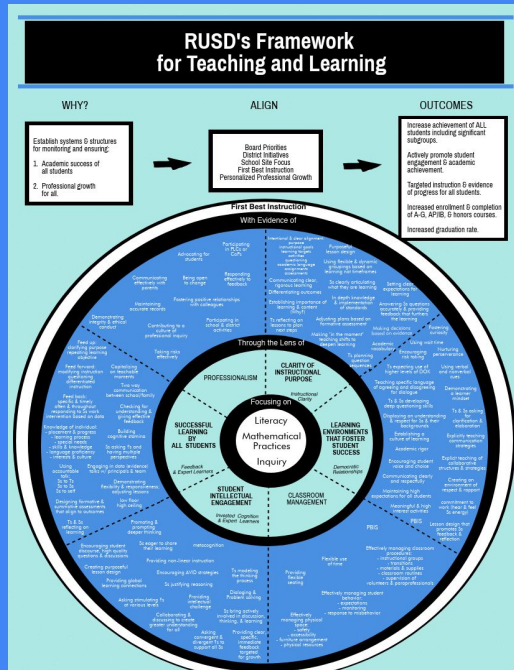
- Reading schools Year 2-Rowland Elementary, Jellick, & Shelyn focused on Transfer knowledge around readers' and writers' workshop to refocus and reimagine our workshop in the virtual classroom
- Writing Schools Year 1-Northam, Blandford, Telesis, Hurley focused on identifying the structures of a workshop model and the writing process, Remote learning considerations and the tools to support instruction
- Writing Schools Year 2-Ybarra, Yorbita focused on Utilizing the Virtual Units of Study -Structuring the Digital Writing Block, overview of the mini lesson structure, conferring, differentiation of instruction, and Small Group Instruction to support special populations
- Math Schools Year 1-Killian, Rorimer focused on Intro to routines, problem types, and direct modeling. In a remote setting
- Math Schools Year 2-Hollingworth, Villacorta, Oswalt focused on Understand how to implement math routines for core math concepts that support all learners in a remote setting and meaningful mathematical discourse

Professional Learning

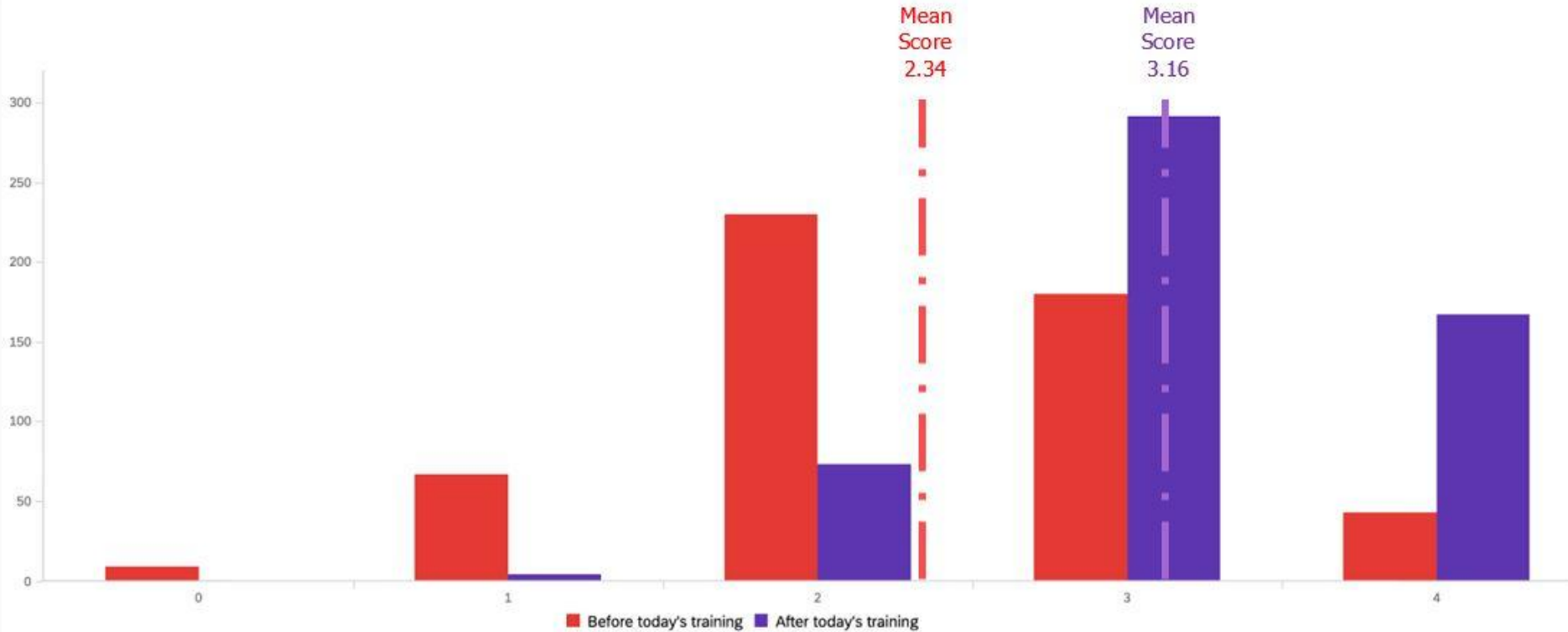
September 25, 2020

Secondary Professional Development

- Framework for Teaching and Learning
Student Intellectual Engagement & Learning Environments that Foster Student Success
- Focus Areas
 - Alvarado: Project Based Learning - Focus on Assessment
 - Giano: Understanding by Design - Learning Targets & Formative Assessment
 - Nogales: Student Engagement - Formative Assessment & Interventions
 - Rowland: Instructional Analysis
 - Santana: Project Based Learning

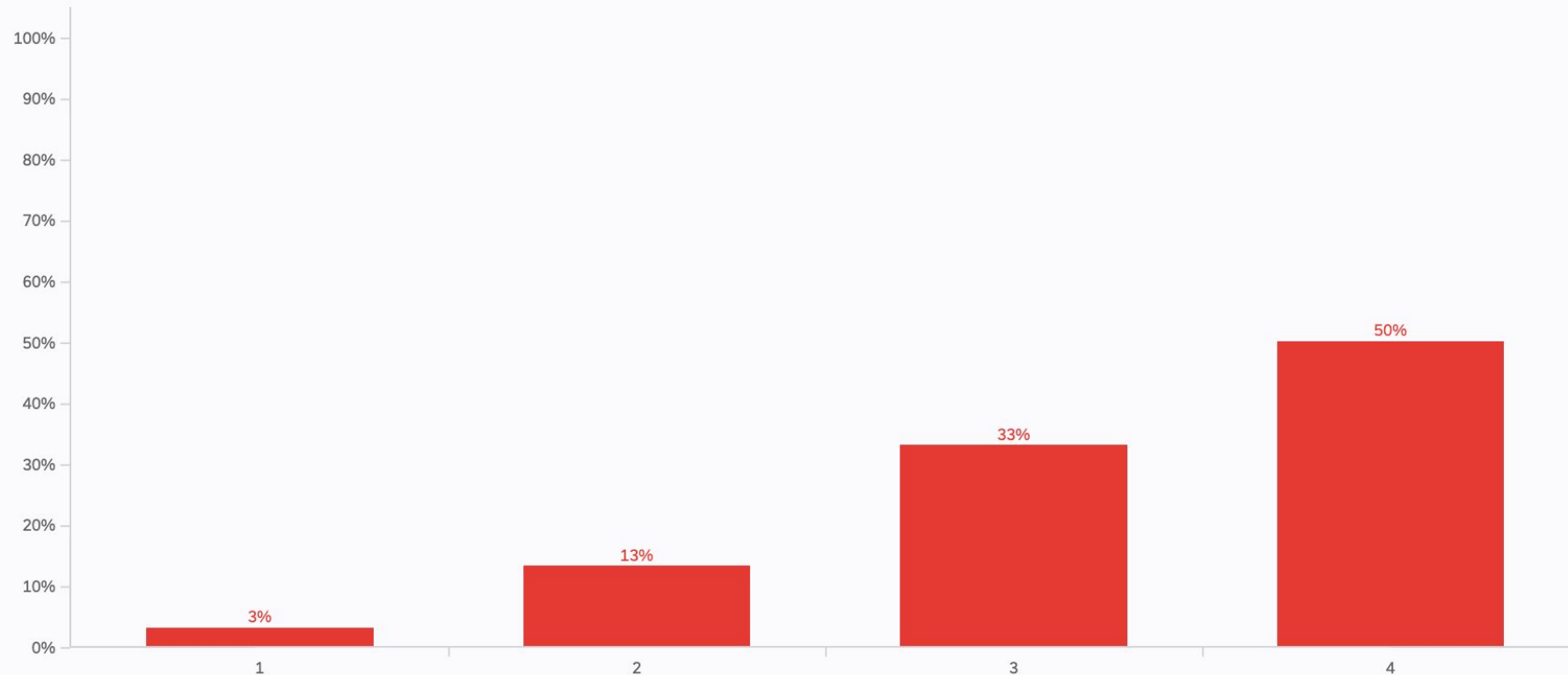


“How would you rate your knowledge/skill of the topic....(1 = low, 4 = high)”



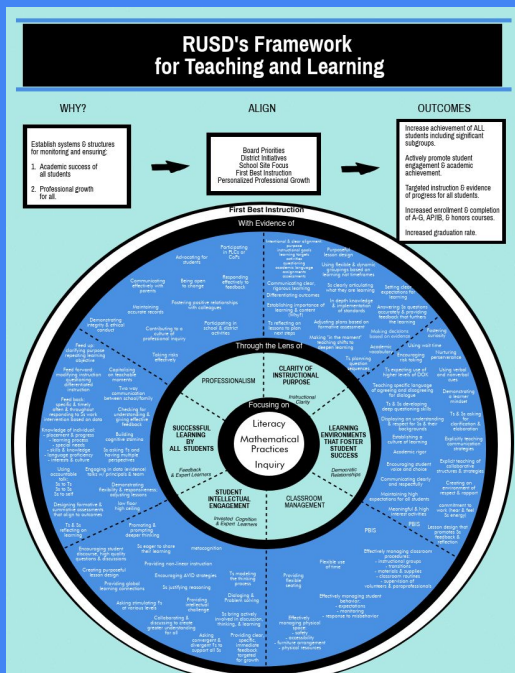
RED = Before the training; **PURPLE** = After the training (n=549)

I learned instructional strategies and lesson delivery methods that will support the unique needs of all students (including English language learners, students with disabilities, foster youth, students experiencing homelessness). 1 = low, 4 = high; n = 549



Professional Learning

November 2, 2020



Elementary Professional Development

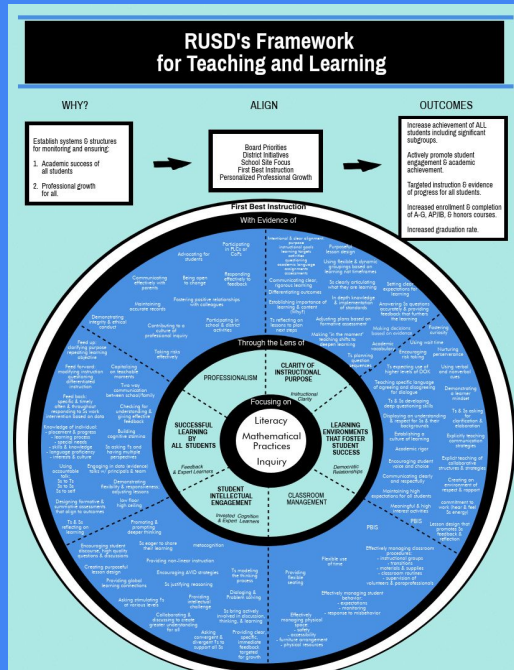
- Reading schools Year 2-RowEI, Jellick, & Shelyn focused developing proficiency for small groups, conferring, and individual assessment in the virtual learning environment.
- Writing Schools Year 1-Northam, Blandford, Telesis, Hurley focused on the units of study in writing, small group instruction in a virtual classroom
- Writing Schools Year 2-Ybarra, Yorbita focused on Diving Deeper into the Virtual Units of Study, Conferring and Small Group Instruction Develop a writing toolkit for conferring in WW
- Math Schools Year 1-Killian, Rorimer focused on Multi-Digit Strategies (unpacking) and will be introduced and gain understanding around Counting Collections
- Math Schools Year 2-Hollingworth, Villacorta, Oswalt focused on Debrief implementation of math routines and explore innovative ideas for daily high-yield math routines, productive struggle.

Professional Learning

November 2, 2020

Secondary Professional Development

- Framework for Teaching and Learning
- Focus Areas



Alvarado: Authentic Assessments - Tuning Protocols

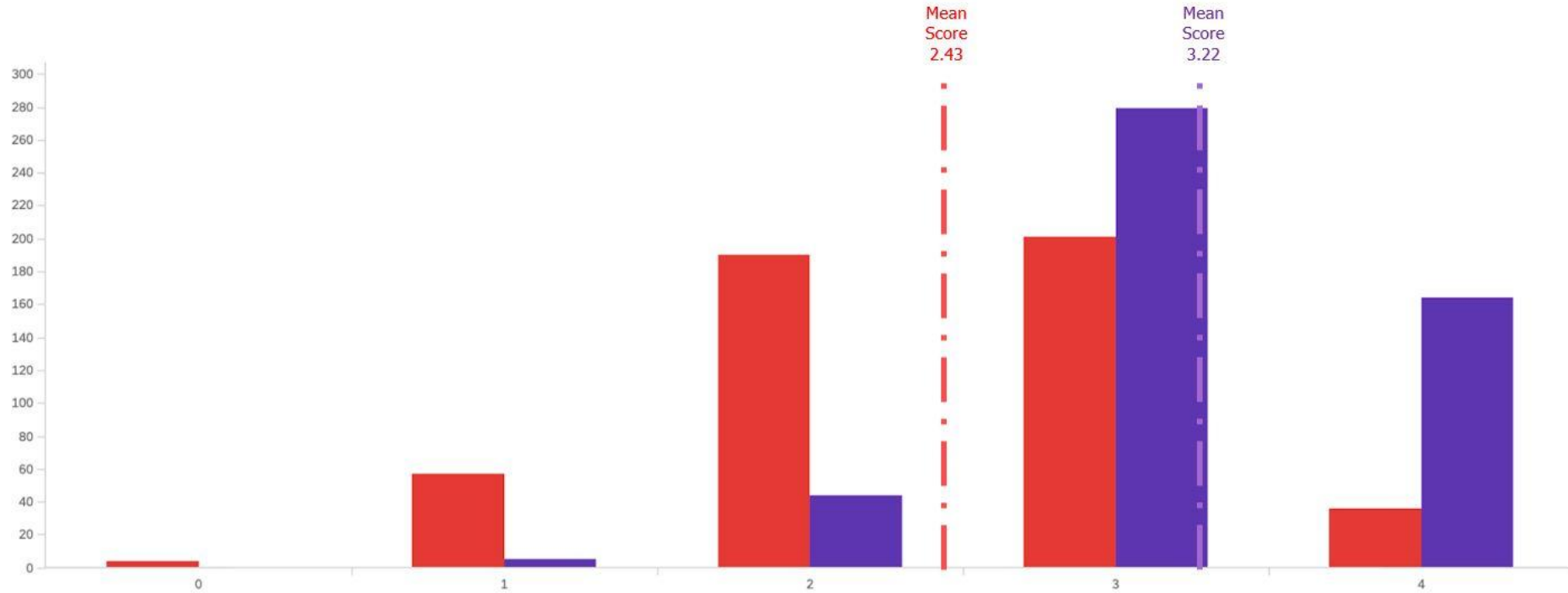
Giano: Connecting ISTE to Framework

Nogales: Student Engagement - focus on groups and collaboration

Rowland: Dive into Student Intellectual Engagement - Department Strategies

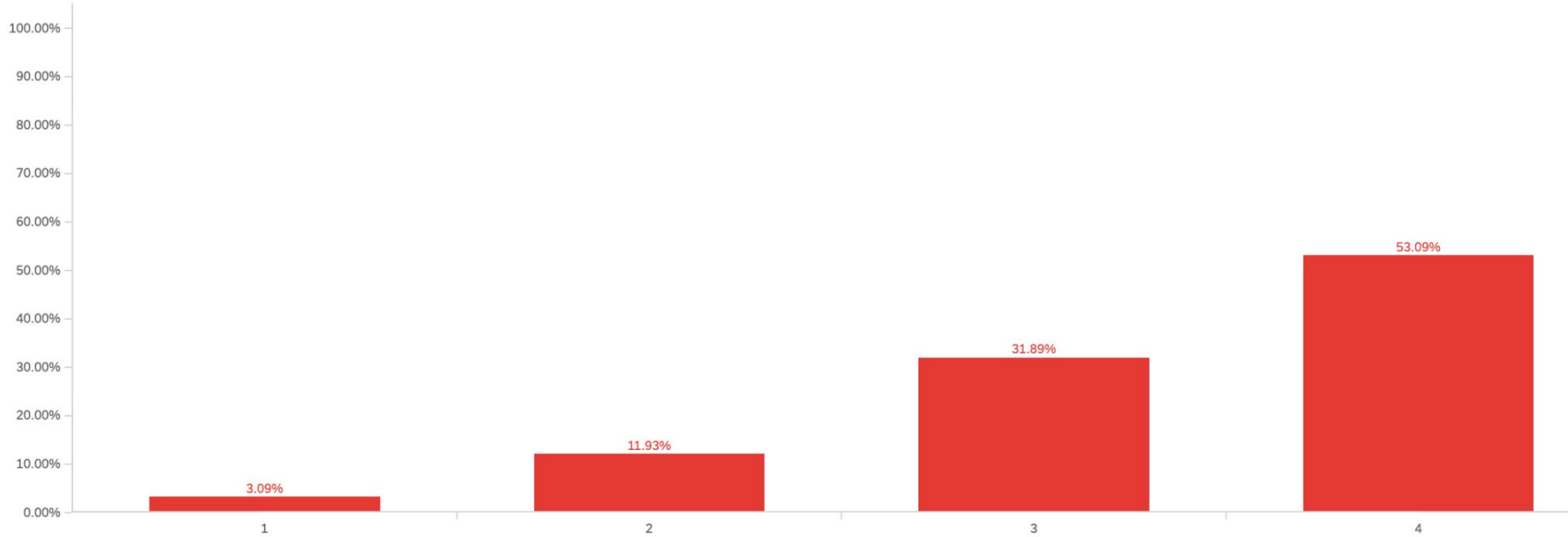
Santana: Learning Environments to Foster Student Success in a virtual setting (Distance Learning Playbook dive)

“How would you rate your knowledge/skill of the topic....(1 = low, 4 = high)”



RED = Before the training; **PURPLE** = After the training (n=488)

I learned instructional strategies and lesson delivery methods that will support the unique needs of all students (including English language learners, students with disabilities, foster youth, students experiencing homelessness). 1 = low, 4 = high; n= 488



Next Steps



The information included in this study session will guide the development of the **2021-2022 Local Control and Accountability Plan**, including specific actions geared toward implementing RUSD goals. Next steps include:

- **May 27, 2021:** Draft 2021-2022 LCAP provided to board in public hearing for review
- **June 10, 2021:** Final 2021-2022 LCAP provided to board for approval
- **June 30, 2021:** Deadline for submission to Los Angeles County Office of Education

