

# 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
Richgrove Elementary School District	Mario Millan Superintendent	mariom@richgrove.org 661-725-2424 ext.104

## General Information

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

Richgrove School District is a one school district located in Richgrove, California that has a grade span of TK-8th grade. The facility also houses two preschools. Richgrove is small town of approximately 2500 people most of which are farm laborers. The school is 98% Hispanic/Latino with over 65% of those students being English Language Learners. Socioeconomically our students population is 100% free and reduced lunch and have an unduplicated count of 98%. Our campus has a one to one ratio in the area of student devices but we soon discovered that one-third of those devices were not ready to be used from home when COVID-19 forced us to shut our schools down. Many of our devices were dated and needed to be replaced to function properly in a Distance Learning Platform. Many had damaged head phone receptors and synchronous instruction was difficult to understand and see on old devices. RSD also discovered very quickly that only 60% of our student population had access to internet connectivity and a percentage that had connectivity only had it via a parents cell phone, cell phone hot spot or was very weak all together. We also discovered that many of our staff did not have sufficient technology to give quality instruction from home and/or had not connectivity themselves or did not have a solid foundation on using online platforms. With RSD lacking in all of these areas of connectivity we were forced to use paper and pencil packets to deliver instruction to our student. This left our student population at a loss for quality instruction. As for our facilities it was also determined that we did not have the proper equipment or training to disinfect our campus regularly and with sufficient disinfectants. The planning for proper social distancing was also going to be difficult as many classrooms had only tables and would not allow for proper spacing of students.

## Stakeholder Engagement

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

In order to determine the needs of our staff, students and community RSD pushed out surveys to determine what were the greatest needs of our stakeholders to best teach in a Distance Learning format. It was also asked of our parent groups, School Site Council and ELAC. All stakeholders were also surveyed to determine how they felt it was best to come back to school should we be allowed to do so in a hybrid format. In the area of connectivity parents received a survey on where they stood on that area and school personnel circled back to confirm with parents via phone calls if anything had changed before beginning in the Fall. Information was obtained also from social media postings and teacher outreach.

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

In order to get information out to our parents we sent home emails to those whose emails we had. We also used Google Forms and other versions of surveys. All School Board meetings have been held via ZOOM since April of 2020 and information has been put on Facebook and most recently on Instagram. RSD send out phone text messages to all families on the most current information in regards to COVID-19 and asks that stakeholders contact the school with questions or any information. We have also created a general school email for families to email any concerns they may have. At any time information needs to go out we have also mailed informational letters to the community and teachers have shared information with parents and students via Class Dojo.

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

Stakeholders have had a concern first and foremost for student safety and the ability for RSD to keep the campus disinfected and free from anyone that may have COVID-19. They were concerned how students would be educated via an online format with lack of Wi-Fi access to many parents and students. Similarly they were concerned about students ability to learn on line and the parents ability to help their students learn in that format. In that same thread a concern for students with Special needs and English Learners was a point of concern also. Student meals was also concern along with child care for parents who had to be at work during the day.

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

RSD had to really come up with a plan on how to connect our students to the internet. That was the biggest focus over the summer. We were pushed to a point where we had to purchase 150 hot spots for families and build up enough connectivity strength to push Wi-Fi out into our community. RSD purchased 100 antenna to place in the community that would connect only student Chromebooks to the school's WiFi. The District also purchased new technology of the students to make sure they had what they needed at home as well as the teaching staff. App and new online platforms like ZOOM and Class Dojo were also purchased to stay in communication with our students and parents as well as deliver instruction. Knowing that parents also wanted to make sure the emotional well being of our students also stayed in the forefront RSD made sure to have our School Counselor and School Psychologist prepared and available for student and parent needs.

# 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.]

Upon return of the students to Richgrove School the schedule to be followed will be an AM/PM schedule. Half of our students will report from 8AM to 11AM and the other half will report from 12PM to 3PM. The initial focus for the year will be to review and teach any material that was missed by leaving school in mid-March. The teaching of any new power standards will not begin until 6 weeks after school has begun to make sure all students are caught up. After hours tutoring time will also be available to mitigate any learning loss. Students will be using a grab and go method for meals, social distancing will be in place along with wearing of masks. In the hour in between the groups the rooms will be disinfected with machinery purchased to spray mist the rooms.

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

Description	Total Funds	Contributing
Purchase of PPE for staff and students	64,335	Yes
Purchase of items for sanitizing items	40,5672	Yes
Purchase of extra desks and chairs	10,000	Yes
Purchase of medical grade air purifiers	16,412	Yes
Purchase of devices for distance learning	314,785	Yes
Purchase of Wi-Fi materials need for students to connect to the internet	205,887	Yes
Software and programs to provide Distance Learning	73,462	Yes

Description	Total Funds	Contributing
Hiring, training and extra hours for staff.	232,955	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.]

The District adopted curriculum and supplemental resources will be used in all instruction throughout the year. Staff will use Zoom in the Google Classroom learning Management system consistently throughout the year. Templates for daily and weekly schedules and lessons were built that provide a mix of synchronous and asynchronous time which can be adopted to Distance, Hybrid and In-Person instruction will be utilized regardless of the method of instructional delivery to further ensure instructional continuity for pupils in transition between in-person and distance learning as necessary. Parents will be kept informed of student expectations and progress via Class Dojo and messages home.

### 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.]

All students have been or will be issued a Chromebook or other appropriate device upon enrollment to ensure access to online instruction and resources. The District's Information and Instructional Technology department has developed and implemented procedures to support families to troubleshoot students' devices via phone, social distanced meeting, Zoom, Class Dojo and/or email. When needed IT will replace broken devices to keep students connected. In addition, the District has been working with families to connect them with internet being fed from the school or with hot spots. The District has purchased 150 mobile hotspots to support families who still have been unable to secure home internet. The mobile hotspots are a costly short-term solution. Long term sustainable support for families without internet is underway with the installation of a District-owned LTE project as stated above. This project will allow the District to leverage the vast network infrastructure already in place to provide a free home internet solution for families in a more cost-effective way to the District.

### 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.]

All students will be provided live daily interaction. The District's goal is that 90% of students will participate

in daily live interactions.

- Each elementary student will be offered a minimum of 240 minutes of combined synchronous and asynchronous instruction via Google Meet/Zoom by the classroom teacher daily both in person or in a Distance Learning format. There will be 30-60 minutes daily of instructional loss mitigation. Instructional minutes will be used for purposes of instruction, progress monitoring, and maintaining school disconnectedness. This includes music and other enrichment instruction.
- To ensure equity and access, all direct instruction will be available to students asynchronously in Google Classroom (e.g. Screencastomatic, videos, etc.)

The District's goal is to have as close to 100% of students participate daily as possible. Participation/attendance will be determined based on evidence of participation in online activities, completion of regular assignments, completion of assessments, tracking on student engagement sheets and contacts with students or families. The students' participation will be recorded and regularly communicated to families along with academic progress via the PowerSchool student/parent portal. In order to ensure the minimum instructional minutes, the time value of student work provided will be determined, tracked and certified to by the regular classroom teacher.

## **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.]

The instructional and classified staff have offered PD in our new platforms and the majority received PD over the summer that focused on ZOOM and Google Classroom. Reading materials was also purchased and distributed on different aspects of Distance Learning. They will be allowed to receive more PD online should they find an area that they wish to learn more about. Our Curriculum Director has also received training in many Distance Learning platforms and is available to coach any instructor when requested. RSD also has two teacher technology coaches that are available to assist staff and put on PD of their own. This is coupled with 2.5 IT staff that can assist staff with a vast array of questions they may have. Before the start of the school year instructional staff put on mini-PD opportunities on a platform they used and how other teachers could incorporate it into their instruction. Funding has been allocated should any staff member need more PD. Teachers assisted in building up Google Classrooms and putting up lessons. Our County Office of Education has also had training available in a vast area of Distance Learning. IT and Administration staff also received PD in online platforms.

## **Staff Roles and Responsibilities**

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

During this time several staff have had to take on new roles and/or responsibilities. Many of our para professionals were placed in a location so as to provide day care for essential workers or parents in need. Office staff and custodial staff have gone to assist in the distribution of meals to students to help keep record, transport or just connect families to meals. The Athletic Director at RSD has been used to help in the MOT department, several meals and even monitor classes during Zoom sessions as he has the proper certification. The Counselor at Richgrove School has taken on the responsibility of contacting homes to find out why students are not logging on to online lessons and re-engaging students that do not connect. Administrative assistants have been recruited by the IT department to help pass our devices and determine which homes do not have connectivity. Staff security have begun to take devices to homes of students that are unable to leave due

to COVID 19 health issues. All of the Administration Team has had to become experts in online platforms and substitutes in Zoom classes when needed.

### 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.]

English Language Learners will receive 30 minutes of English Language Development at their level from the designated ELL teachers. Student progress toward English Language Development will be monitored by formative assessments and the ELPAC (English Language Proficiency Assessment for California) will be administered per State mandate. ELL teachers will collaborate regularly with the general education teacher. Intervention supports will be provided to all students 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 who are below grade level and meet the criteria as measured by universal screening measures. Administrators will ensure on-going progress monitoring and appropriate services. For pupils with exceptional needs, special education instructors will consult with all service providers for their pupils and develop Distance Learning Plans (DLPs) that contain the pupil’s IEP goals and address the mode and method of service delivery. The DLPs will also contain a schedule of service delivery as well as the method and schedule for consultation with the pupil’s parent/guardian. IEP services for students in RSD will be provided via live, remote instruction and pre-recorded videos as appropriate to IEP goals. The district will also work with case managers of students who may be placed in special education programs outside of RSD to ensure that DLPs are being developed for all students.

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

Description	Total Funds	Contributing
Purchasing of iReady, Zoom, Kami, Padlet, Screen Castomatic and other online platforms.	73,462	Yes
Technology Devices for Students	314,785	Yes
Internet connectivity	205,887	Yes
Technology Devices for Staff	23,668	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.]

All teachers will implement the new K-8 assessment calendar. Formative Assessments will be developed by certificated teachers to monitor student learning, check for understanding, provide individual feedback, differentiate instruction and collect data over time.

Kindergarten benchmark was created by the District and they determine foundational reading, language arts and math skills. It will be administered in the first week of school during parent meetings. They will be re administered at the end of each semester to measure for growth.

Grades 1-8 will use district created benchmarks that were developed in School City with 1-3 also using iReady initial assessment. They are utilized as a progress monitoring measure and allow teachers to plan differentiated reading instruction by determining students' instructional and independent reading levels. Accelerated Reader and Math will also be used to determine grade level equivalent for those students that are prepared for that assessment which is usually 2-8. This will also be regimen to check for growth at the end of each semester (3).

English Language Learners will be assessed according to state guidelines. They will be given the ELPAC to determine EL level and progress made. Initial embedded assessment in their CORE curriculum along with District created BOY assessments in School City will also be used to determine level of student. Those results will be used to guide EL instruction both embedded and designated.

Students performing below grade level will receive Tier 1 instruction and interventions with the classroom teachers and tier 2 instruction with the Intervention teachers to provide additional small group instruction. Students will be re-assessed through iReady, District Assessments, and Phonics to monitor progress towards standards. The District will develop a MTSS (Multi-Tiered Systems of Support) plan which will include a Universal screening of all students, a RTI model for all three tiers of instruction and intervention and a comprehensive tiered support for behavioral supports and interventions.

## 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.]

The district will provide professional development and support for teachers and staff during the 2020-21 school year to address learning loss and accelerate learning progress in a distance learning model to improve tier 1 instruction. Professional Development will focus on three key areas: Distance Learning, Engagement and Feedback. Utilizing the key ideas in Doug Fisher & John Hattie's new book, The Distance

Learning Playbook, teachers will engage in thinking critically about increasing student engagement in Distance Learning. Additionally, one day is dedicated to social emotional needs and team planning. Staff received a PD day to prepare to build consistency in delivery of instruction, consistency in content and platforms and develop feedback loops to ensure student progress with their grade level or subject area teams. Additionally, all teachers attend three days of staff development focusing on student engagement strategies for distance learning, focusing on behavioral engagement, cognitive engagement (executive functioning) and emotional engagement, consistency of learning platforms and programs, on-going home-school connection.

Administrators and certificated staff will ensure student progress for all students and specifically traditionally under-served populations (ELL, low-income and foster youth, pupils with exceptional needs, and foster youth & those experiencing homelessness) through universal screener processes and interventions. Progress monitoring will take place every 10-12 weeks and additional supports will be provided as necessary. Strategies for English Language Learners differs from typical learning with the addition of designated support provided by English Language

Development Teachers. Strategies for Low-Income students will differ for students by partnering with families to determine specific supports for students, strengths the child, focus on social emotional well being and receive support from a crisis support team. Strategies will be focused on better communication and collaboration, resourceful solutions for addressing needs and focus on equitable access for learning. Staff will use a universal screening process and identify students in these categories and ensure follow up and monitoring for these students. Students will be offered summer school support through iReady along with after school tutoring. Individual progress monitoring for identified students occurred in the summer and will continue during the school year. Additional support will be provided over extended break for students to access learning supports.

### 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.]

A new representative team will be formed to develop a survey and review results of curriculum implementation, instructional strategies efficacy and assessment data trends. This group will meet three times this year and will include representatives from various grade levels. Teachers,

Intervention teachers, special education teachers, site administrators and district administration will review data to determine if the learning loss strategies in Tier 1, Tier 2 and Tier 3 are showing student improvement on benchmark assessments, surveys, and student engagement. Data will be shared with LeCAP team members and additional input from stakeholders will be integrated into adjustments and supports various times this fall. LeCAP student input sessions will also be held various times this fall.

The methods of learning loss will be measured by universal screening tools, assessments, feedback, including the new K-8 assessment plan.

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

Description	Total Funds	Contributing
Staff Professional Development	18,207	Yes

Description	Total Funds	Contributing
Purchase of software platforms: iReady, School City, Renaissance-Star Diagnostics, Thrively, Screen Castomatic District Benchmarks	73,462	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.]

The school district has one school counselor and one school psychologist employed full time along with a part time social worker to monitor and support the mental health and social and emotional well-being of pupils. Additionally, the school has created opportunities with stakeholders to distribute various resources and materials to help support our students and their families during both distance and in-person learning. The district has a Student Services Director to lead a team as to support students and their families during the school year. The district also has provided all classified, certificated and administrative staff the resources to provide support for their personal well-being related to impacts of COVID-19. In the scope of their professional duties, Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities. School counselors have been provided materials to support the Social Emotional Learning resources. Select teachers and staff have been provided training in the SEL, as well the school counselor and psychologist will push into every classroom for monthly SEL lessons and support. School counselors also provide staff with needed emotional support and resources. School counselor, psychologist and social worker offer individual and small group counseling support for various issues such as, but not limited to, grief, family transitions, anxiety, social/friendship, and executive functioning. In addition, school counselor, psychologist and social worker will be providing emotional support for parents through training and check-ins as we transition throughout the year. Additionally, they are planning to to focus on, layout potential SEL training for staff, finalize platforms for distance learning, and create school-wide plans.

## 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 District has developed a written procedures for tiered re engagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. These procedures shall require school site administrators, Student Service Team or classified staff to make contact with the pupil's parents or guardians pursuant to the requirements of Education Code Sections 43504(f).

Classroom teachers shall regularly communicate with parents and guardians regarding a pupil's academic progress consistent with established practices and procedures for traditional in-person learning. These communications will come in the form of phone calls home, email or information platform, i.e. "Class Dojo."

School administrators will oversee the engagement and outreach of pupils for re engagement strategies in the following way. Each step is progressive:

- Teachers do the first level of outreach to try to re-engage the student via Class Dojo or phone call home. They will base this off of their Student Engagement Sheet that is color coded for absences.
- For students who remain un-engaged, based on Student Engagement Sheet, Administrators will authorize School Counselor to attempt to re-engage student via phone call.
- If a student is "absent" from multiple classes or multiple days, the counselors will reach out to their respective students and seek to understand what is going on and work with the student to re-engage them.
- If student does not re-engage the School Counselor along with School Security will make a home visit to make sure everything is okay at home.
- Administrators will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up check if home visit does not re-engage student.
- If the student or parent continues to fail to engage in school the School Counselor and School Psychologist will make another attempt at a home visit and determine if other entities need to become involved.

Outreach will be provided to all pupils and their guardians in their language of preference. The district will provide telephonic translation as needed. The district will use data from the Home Language Survey to ensure the language of preference is used.

## 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.]

Richgrove School District is 100% free and reduced lunch. Student will be allowed to pick up breakfast and lunch for two days on Monday morning and for three days on Wednesday morning. The meal pick up station will be located in the parking lot in front of our cafeteria. Our Nutrition Staff will transport meals to areas outside of the community to get meals to those students. This practice will stay the same for both in-person and at home instruction.

## 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]		

## 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
40.97%	1,841,441

### 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.]

RSD will do the following in the area of Foster Youth, English Learners and Low Income Students:

- Differentiated learning to address academic needs of all students; close the achievement gap with under performing students
- Homework and/or after school tutoring program throughout the school
- High-quality ELD curricular materials and professional development
- Strengthen parent involvement and communication
- Monitor EL student progress
- Reading and Math Support in the form of pull out intervention classes
- Designated English Learner Support instruction and pull out if needed
- English Language Development will provide targeted reading, writing, and vocabulary lessons through one-on-one and small-group instruction.
- ELD staff and classroom teachers will offer students individualized support during check-in meetings. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources.
- Low-income students and foster youth will receive targeted supports and services, as needed.
- To access digital instructional platforms, the district will ensure all students in need of a device and WiFi are provided one.
- The district will ensure all families in need of Internet access are provided a hot spot.
- At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device.
- SST staff offered lessons will be offered virtually to students multiple times per week, assisting with classroom assignments and providing targeted intervention.
- Teachers, counselors, administrators, and other staff will check in regularly with students and families to assess their social-emotional needs and provide counseling as support.
- Counselors will meet with students individually and in small groups to help them manage their stress, anxiety, and other feelings they were experiencing.
- All students participating in the National School Lunch Program will be provided access to breakfast and lunch each week day.

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

