

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>.

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General Information

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

COVID-19 Pandemic has had an immense impact on the educational services provided to all students in the Richland School District. March 17, 2020, was the last physical day of student attendance due to the Governors' stay-at-home order and school closures. Students were provided with Distance Learning packets, school supplies, and chrome devices through the end of the 2019-2020 school year. The continued orders for schools and certain businesses to remain closed has adversely impacted our schools and community. Though we do not know the full impact on student learning this COVID-19 pandemic and subsequent school closure has had, we do know that providing Learning Packets and electronic devices was not the optimal instructional delivery method for our students. And while we are working on identifying the learning loss of all of our students, we are continuing the process of providing and refining instructional methods that provide a more rigorous and higher-quality educational experience. Currently, instruction is being provided in a Distant Learning only platform with students, teachers, and families having to adapt to a paradigm shift in the delivery of instruction to digital/distant formats, which has strengthened our resolve to provide supplemental services to support all students including our English learners, students with disabilities, homeless and foster youth, and those who are socioeconomically disadvantaged.

Stakeholder Engagement

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

The Richland School District consulted with parents, pupils, teachers, principals, administrators, other school personnel, and local bargaining units in developing the Learning Continuity and Attendance Plan. The stakeholder consultations were conducted in a variety of ways including online surveys to staff and families, paper surveys mailed to every family in English and Spanish, solicitation during School Site Council, ELAC, and DELAC meetings. Families were notified and reminded of surveys and meetings via our automated messaging system.

Student input was solicited via surveys, with students encouraged to complete during Zoom/Google class meetings. In addition to electronic staff surveys conducted in June, input was also solicited during staff and administrative meetings. A draft of the plan is being presented to our DELAC members prior to the public hearing on September 14, 2020, for additional feedback.

The Learning Continuity Plan was presented in a public hearing of the governing board on September 14, 2020 and adopted in a subsequent public meeting of the local governing school board.

Though stakeholder input was gathered for the development of our Learning Continuity Plan, we will continue to gather feedback from all stakeholders regularly throughout its implementation. This is an unprecedented learning approach for us all, and we realize there will be a need to monitor and adjust based on factors such as effectiveness, new/improved technologies, State/Federal/Health guidelines.

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

Participation in public meetings and public hearings is posted on the board agenda 72 hours prior to the public meeting and public hearings. The meetings are accessible to members of the public via Zoom and phone numbers published on the posted agenda.

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

Parent responses in the RSD Family Survey were centered around three common themes, academics, safety, and socialization. With regard to academics, it was clear the student packets provided in March-May, 2020 were not a preferred method for their children. Most indicated a preferred instructional model where students had direct access to their teacher whether in person or via distance learning. Parents wanted more rigor, had concerns about how their children would receive extra help if it was needed, and many needed the appropriate technology and connectivity for online learning. Parents wanted assurances that the safety of students was being considered before reopening school. The loss of peer interactions was another common concern. Survey results were used as a gauge in determining the needed instructional platform for our students and to guide the development of the Learning Continuity Plan.

The main concern of our certificated and classified staff was for the safety of students as well as their health with the return of students to campus. They wanted to ensure that all necessary safety precautions were being taken before reopening school and provided suggestions such as distancing, sanitizing, and health checks. There were concerns about the best way to provide quality instruction in a distance

learning environment - especially with the younger students. Professional development was suggested. Childcare for their children while they were working was a concern as was the social-emotional health of students.

Site and district leaders from all departments (technology, nutrition, MOT, special education, student and family support services, ASES coordinator) provided feedback on the multiple approaches to reopening the schools in the safest way possible. There were multiple schedules considered to meet the needs of students, staff, and families, including keeping families together in a hybrid-type learning situation. Various calendars were also considered to help mitigate learning loss as much as possible.

A student survey for all TK-8th grade students was pushed out into students' electronic devices to gauge the distance learning experience of our students. Our intent was to learn if our students were having a positive learning experience, identify any issues with internet connectivity, use of educational platforms, completion of assignments, and nutrition. Students were also asked how we can improve their distance learning experience and what additional support can we provide to assist them in improving our delivery of instruction.

Students were concerned about connectivity and were worried about not seeing their friends. Most wanted to come back to school.

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

Feedback from our stakeholders was instrumental in the development of the plan. The feedback we received regarding the safety of students and staff helped to guide our scheduling decisions. Opening with a hybrid model was the intent as it was consistent with the Governor's orders, but is also aligned with our desire to alleviate the concerns stakeholders had about safety. The feedback also reminded us to schedule students in an A/B fashion such that families remained together and those who had similar childcare needs/providers were together. The feedback received from our staff helped to drive the MOUs with unit members. Safety equipment purchases, protocols, and individual versus common use instructional materials for students were also driven by the feedback from stakeholders to ensure the safety of all members of the RSD community and comply with the CDPH guidelines.

Prior to placement on the Governor's watchlist, removing the option of reopening in a hybrid model, our survey results and verbal feedback showed many parents requesting a distance learning only option (due to fears of safety or preexisting medical concerns). We were in the process of having those families sign up for a distance learning only class and hiring distance learning only teachers. As we move closer to the prospect of reopening, we will resurvey our families and continue with that process.

The concerns about the quality of the instructional program expressed by families, teachers, and administrators prompted the move to the Canvas LMS, and ongoing feedback from our teachers continues to drive professional development decisions. Initial technology purchases for connectivity including the hotspots resulted from the feedback from our surveys, but subsequent purchases resulted from the needs expressed by our staff, families, and technology director following the use of the originally procured devices. This underscores the importance of our continuous solicitation of feedback from our stakeholders.

We have ensured all students have access to devices and have the connectivity necessary. That students had concerns about connecting with friends and wanting in-person instruction is a social-emotional need guiding us to the purchase of a district-wide SEL program.

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.]

California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. On July 17, 2020, Governor Newsom announced his 5-point Pandemic Plan for California Schools, which is new guidance for districts. The plan includes restrictions for in-person school openings until a county has been off the state watch list for 14 consecutive days, mask requirements for staff and students, physical distancing, other health protocols for in-person learning, regular COVID-19 testing, and dedicated contact tracing for schools and a commitment to rigorous distance learning. Presently, there is new guidance from Governor Newsom which indicates that case rates and test positivity will be the metrics that will determine movement within the tiers which, in terms of severity run from purple to red to orange to yellow. Currently, Kern County is in the purple tier.

In preparation for in-person instruction, our district continues the process of taking all necessary steps to protect the health, safety, and well-being of students, teachers, other school personnel, their families, and communities for when we return to in-person instruction. We have implemented multiple mitigation strategies, for example, social distancing, masks, hand hygiene, hand sanitizer dispensers, plexiglass dividers for student and teacher desks, and scheduling via cohorts.

Each school site has a designated Health room for students exhibiting signs or symptoms indicative of COVID-19. The Health rooms have been stocked with necessary health and safety equipment and efforts continue to add additional safety measures such as beds/barriers, etc. to protect students and staff while creating a nurturing, non-threatening environment for children. We have a district nurse and a health aide at each school site to provide care while student guardians are contacted. We are in the process of hiring a second full-time district nurse. Anticipating difficulty due to nurse shortages, we are seeking outside contract options. We have provided staff and families with communication and information about home-based symptom screening and posted signage district-wide. All school sites have repurposed classrooms, unused or underutilized school spaces to increase classroom space and facilitate social distancing in all facilities. We have taken measures to maintain healthy environments by cleaning and disinfecting frequently touched surfaces and common areas. Restrooms at school sites are cleaned and disinfected several times during the day. The frequency of cleaning and sanitizing will increase when students return to in-person instruction.

Our district is committed to providing a safe, supportive learning environment for students, and continues to provide critical services that help to mitigate health disparities, such as school meal programs, and social, physical, behavioral, and mental health services. We have four social workers, one school counselor for the junior high, and a Family Resource Center to provide basic services. The availability of those services will assist in increasing student engagement in academic instruction and support as well as critical services.

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

Description	Total Funds	Contributing
Modification to facilities in preparation for in-person instruction that includes purchase and installation of sanitizer and wipe dispensers in all rooms/common spaces; plexiglass protectors for each student/station, teachers, and all site/district personnel	\$1,008,000.00	Yes
Purchase of Personal Protective Equipment to enhance health and safety measures for students and staff and to comply with California Department of Public Health guidelines	\$125,000.00	Yes
Addition of staff to ensure implementation, oversight, and compliance of California Department of Public Health guidelines for safety of staff and students	\$33,000.00	Yes
Purchase of additional sanitizing equipment to ensure proper sanitization of rooms to ensure safety (spayer, etc.)	\$18,000.00	Yes
Items/containers/etc. for all classrooms to assist in the separation of student desks, materials, supplies, etc. to ensure student and staff safety and comply with CDPH distancing and safety protocols	\$70,000.00	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 Richland School District will continue to provide standards-based instruction to all students regardless of the delivery method we are using due to the Covid-19 pandemic. Standards-based instruction helps guide the planning, implementation, and assessment of student learning. In April 2020 our district partnered with the Kern County Superintendent of Schools to utilize Canvas as our Learning Management System (LMS). We then established a Canvas Steering Committee which included teachers from all four school sites and grade levels. Following committee feedback, all teachers participated in the Canvas onboarding training offered by KCSOS. Our Canvas Steering Committee created modules and courses with the intention of providing an equivalent quality curriculum and instruction to our students through distance learning.

Once the modules and courses were created, the Instructional Plan Committee joined the Canvas Steering Committee to prepare lessons using the selected essential standards for Kindergarten through eighth grade. Teachers used the online instructional materials of the core curriculum to plan instruction for TK-8th grade students for all content. All grade levels planned instruction for the first two weeks of school. Technological applications were selected and integrated into Google classroom and Canvas to increase student engagement.

The committee created "How to Videos" for students and teachers. The "How to Videos" provided instruction on student learning expectations, virtual classroom rules, creating a learning environment at home, what is Canvas, how to log in, how to navigate the dashboard, and other essential videos to support student learning and access in a distance learning environment. The courses created in Canvas included all core academic content courses, designated and integrated ELD, Dual Immersion, music, choir, physical education, and art. All instructional lessons will be modified collaboratively by the general education teacher and special education teachers for students with disabilities in accordance with the pupil's Individualized Education Program.

Teachers on both committees provided virtual professional development in late July and early August to their grade level teachers on how to use Canvas to deliver instruction. Teachers collaborated virtually to continue to plan and create lessons for students. During the collaboration time, teachers identified areas of need and made suggestions to the district for supplemental materials that would help enhance student's experience with virtual teaching and learning. Professional development to teachers is ongoing to ensure continuity of learning for our students.

Designated and integrated instruction in English language development (ELD) will continue to be provided to all English learners including assessment of English language proficiency, support access to curriculum, and reclassification of pupils who have met the criteria of English language proficiency. All English learners are provided designated and integrated ELD as part of the standard instructional program. Assessment of English language proficiency and reclassification procedures during COVID-19 have been developed and integrated as part of the Master Plan for English Learners.

All certificated teachers have the appropriate authorization in their subject matter to provide designated or integrated ELD. Paraprofessionals provide English learner support and services in attaining, within a reasonable amount of time, grade-level proficiency in English as well as providing instructional academic support for success in core academic content classes.

In preparation for the transition between distance learning and in-person instruction, the district has secured a ready supply of PPE including specialized masks with drapes for students with disabilities who refuse or are not able to wear masks; purchased no share instructional supplies, books, and materials; modified classrooms and other school facilities to comply with CDE's physical distancing guidance; provided staff training regarding sanitation and the minimization of infectious disease spread; and communicated with students, parents, employees, public health officials, and the community about COVID-19 related protocols.

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.]

Chromebooks were provided to students requesting devices following the physical closure of school in March 2020. Students who had devices were allowed to keep them during the summer. Students without devices picked them up prior to the start of the 2020-21 school year. In June 2020, surveys were mailed to all families in the Richland School District to determine connectivity needs. Though there were a sufficient number of devices for all students to access (one-to-one), it became clear that not all families had the connectivity necessary to utilize the devices. Some had access through special plans offered by local providers, but as the plans became more costly, more families were without connectivity. Through the efforts of our technology department and the Kern County Superintendent of Schools office, wifi hotspots (Kajeets) for families in need were acquired. With the limited data available on the Kajeets, and more families in need, the Kajeets are being replaced by Verizon hotspots with unlimited data purchased by our district. There has been a sufficient number of hotspots purchased so that all families in the district have access to at least one, providing connectivity for all students. Our technology department and our site personnel are on hand to provide the support necessary, with daily calls made to families who are not connected to offer support if necessary. Written directions are provided in English and Spanish when the hotspots are picked up or delivered to families. The directions are also available on our websites.

As an added safety measure, we are in the process of purchasing additional Chrome devices so that upon return to in-person learning, and anticipating a hybrid model, all students will have access to devices at home and in the classroom without having to transport or share them.

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.]

Teachers in the Richland School District regularly monitor student progress during synchronous instruction to provide a measure in gauging instruction and student learning. When in-person instruction/interaction is allowed, the progress is monitored similarly. Teachers have created common formative assessments (CFAs) for ELA, Mathematics, designated and integrated ELD, writing, and at the junior high level for all content areas. The CFAs are used to ensure alignment of instruction, intervention, and/or enrichment to student needs with the greatest amount of expediency.

Formative assessment is conducted daily through teacher-created CFAs in Illuminate, through assignments, and through Explicit Direct Instruction (EDI) strategies to check for understanding (CFU). The CFAs immediately inform teachers which standards/objectives/skills students are proficient in or need support so teachers can adjust learning in real-time. During weekly collaborative time, teachers in all grade levels at all four school sites use data from common formative and summative assessments for comparative analysis to identify specific, targeted student learning needs. During the designated collaborative time teachers review student assessment data and refine curriculum and instruction as needed for students. The teacher collaborative time is essential for supporting English learners and Special Education students during distance learning. During daily scheduled office hours, teachers and support staff are available to meet with parents via phone conference, Zoom, or Google Meet to address any identified needs of pupils and provide the necessary support and accommodations.

Some of the technology tools available to teachers that enable them to receive student responses in real-time, allowing them to provide students with immediate feedback, include Kahoot, the Canvas poll tool, and teacher created surveys in Google. As teachers move into more advanced professional development and learn to move their CFAs into the Canvas poll tool, the CFAs will be immediately graded in Canvas allowing teachers to refine, modify or adjust the next day's instruction.

Teachers and support staff may provide one-on-one virtual academic instructional support for students who are not performing at grade level, English learners, students with exceptional needs, and students in foster care or experiencing homelessness. Paraprofessionals, teachers, and/or administrators contact parents of students who have not engaged in instruction and provide them with technical assistance such as connectivity to their electronic device, logging into Canvas, uploading assignments, or assistance with the protocols for taking assessments. Students who are not engaged in the learning are referred to support staff for the implementation of the district's tiered re-engagement strategies. The school site staff will regularly communicate with parents regarding student's academic progress via phone call, and/or AERIES Parent Square. Communication and messages sent out through the Parent Square are translated into the parents' home language, with translation services provided for parent meetings.

RSD has moved to a new student information system this year, Aeries. We intend to utilize its newly created functions that are in alignment with the CDEs template for tracking student instructional minutes, certifying the time value of work (assigned), and tracking attendance and daily participation and weekly engagement. Teachers will be taking attendance in Aeries daily. Teachers will also be utilizing Aeries for completing daily participation and weekly engagement tracking reports. These reports will track the days each teacher offered synchronous and/or asynchronous instruction and whether or not each student engaged in either of those manners.

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.]

One of the greatest paradigm shifts we have all experienced is the shift to distance learning. As such, providing professional development is instrumental to student learning and teacher success in providing students with quality instruction. Understanding the importance of having a digital platform for students and teachers, we took advantage of the Canvas Learning Management System presented by the Kern County Superintendent of Schools (KCSOS). In April 2020, district and site administrators attended an informational meeting and soon after received

onboarding training from KCSOS. Seeing its value, a Canvas steering committee (CSC) was formed with teachers from all RSD campuses. The CSC was subsequently trained. In May 2020, all TK-8th grade teachers in our district participated in a Canvas onboarding professional development following the endorsement of our CSC. Additional training in Canvas and ancillary programs to support digital/distance learning continued:

May 2020: Canvas onboarding for teachers by KCSOS; KCSOS Trainings Offered (Free); Canvas Training (offered by RSD TOSA)

June 2020: Ongoing trainings by KCSOS and RSD TOSA; Instructional Planning Committee (IPC) formed and trained in Canvas by TOSA; Ongoing work to prepare for instruction by IPC and CSC

July 2020: Canvas Training offered to all teachers by Assistant Principals, CSC, IPC; Paid time for teacher planning and Canvas/Aeries navigation offered to all

August 2020: Paid time for planning; Saturday Canvas training

Additionally, professional development has been offered to paraprofessionals beginning in March 2020 using the Master Teacher Paraeducator Training Program which is a module-based online training platform. Training modules include how to provide support in areas such as classroom management, SEL, ELD, and special education. It is provided in the Canvas platform and is ongoing for all paraprofessionals in our district. Those working in intervention programs with students are receiving training to provide targeted instruction to students using site-specific and district resources and programs such as 95% and English 3D.

Over 30 substitute teachers who often serve the RSD have had training in Canvas, Zoom, Aeries (our new SIS), and Google Meet to assist in providing seamless services to students should the need arise. Our Parent Liaison has been trained in our Canvas LMS and in our Aeries SIS so that she can provide support to our families in the distance learning systems their children will be utilizing.

Scheduled professional development includes EL strategies during designated and integrated ELD in a distance learning environment from KCSOS; and academic coach training on best practices.

Our site administrators are continually training to enhance their understanding of the distance learning platforms, enabling them to provide better support to our teachers, students, and families. There are regular meetings held with the technology director, who provides ongoing support to all staff, while building the capacity of the site administrators.

Training in all distance learning platforms and other district systems is ongoing. It will occur as part of the regular schedule teachers have, along with offerings after school and on Saturdays.

Staff Roles and Responsibilities

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

COVID-19 has had a profound impact on the roles and responsibilities of our staff. Our approach to the health and safety of students and staff, how instruction is delivered, how learning is monitored/measured, how we monitor the social-emotional well-being of students and one another, how we provide meals, and how we encourage and engage families has all changed. Consequently, roles and responsibilities have changed to adapt to our new normal.

All staff received training and information on Richland School District Health and Safety Protocols, which were realigned to CDC and Ca Dept of Public Health protocols. A worksite affirmation was also signed by employees to ensure understanding of the importance of following the protocols, including self-assessment checks prior to entering campus to ensure the safety of all.

The largest shift in responsibility of our teachers is in their method of delivering instruction. They are providing instruction remotely until restrictions are lifted and we are able to return to in-person learning. Standard-based lessons have to be modified to include a combination of synchronous instruction via (Zoom) and asynchronous instruction utilizing a new learning management system, Canvas.

Paraprofessionals have also been learning new instructional methods to assist students and teachers in both synchronous and asynchronous learning. Additionally, they have been instrumental in assisting our office staff with daily calls to students who have not engaged or need technical assistance. And, they have provided assistance to our nutrition department in the distribution of meals as our cafeteria staff responsibilities have also changed. Meal preparation and storage for grab-and-go breakfasts/lunches has placed more demand on their time, creating the need for paraprofessional assistance.

Though our social workers and school psychologists' roles continue to be of great importance, particularly during this time that can be isolating for some, their delivery of services has had to change. They are also providing services remotely via Zoom and having to adjust their lessons and interventions. They are assisting with calls to all students, not just those on their caseloads, who have not engaged in the scheduled daily interaction with their teachers.

Administrators, secretaries, health, and attendance clerks all work daily to make contact with students and families to ensure daily contact. Home visits have been conducted; referrals to services have been made; all RSD staff are working hard to provide for our students.

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 Richland School District is committed to providing the necessary support to improve student learning, provide the technological and social-emotional support for students including English learners, students with exceptional needs, students in foster care, and those experiencing homelessness. Administration, support staff and paraprofessionals contact parents daily of students who have not logged in or engaged in instruction. Assistant Principals make home visits to talk to parents of students who have not logged into Canvas to identify the problem and provide solutions. The Student and Family Support Services Director, the Community Liaison, and support staff connect students to basic services such as assistance with shelter, food baskets, clothing, referrals to services for health, unemployment, counseling, and various other services in the community based on family need.

We have built into our daily distance learning schedules designated ELD time and integrated ELD across content. In addition, the district has been researching and will purchase a supplemental language program for English learners, including our newcomers, to receive additional practice learning English as a second language. The program will also be made available for students in the Dual Immersion Program who are learning Spanish as a second language.

We utilize supplemental instructional software to support all of our students with exceptional needs, including English learners, students not performing at grade level, students with disabilities, foster youth, and students experiencing homelessness. The Canvas LMS provides the Immersive Reader to all students which can help improve their reading comprehension by increasing fluency; builds confidence for emerging readers, provides text decoding support, and provides translation of words or documents. IStation online reading and math computer-adaptive platform provides intervention and enrichment learning paths for students, based on individual student needs, and provides teachers with diagnostics reports to assist in their lesson planning.

All instructional lessons are modified for students with disabilities in collaboration with the general education teacher and special education teachers for students in accordance with the pupil's Individualized Education Program. In order to increase the accessibility and ease of participating in Canvas and other online platforms, we are purchasing touch screen electronic devices as an alternative access source for students with exceptional needs.

The district Foster Youth and Homeless Liaison continues to support students in Foster care and those experiencing homelessness with immediate enrollment in school as well as connecting the students and families with any supplemental support to provide a positive learning experience for students. The district and school site Liaisons identify any existing barriers and immediately connect students to services for basic services, academic and behavioral support, and social-emotional support.

Additionally, the district has contracted with Professional Tutors of America (PTOA) to provide tutoring services starting in late October for students in 4th-8th grade including unduplicated students who are not meeting the standards based on the most recent SBAC and local assessments. Because the SBAC was not given in 2020 due to the COVID-19 pandemic, only local measures will be used. Siblings of 4th-8th grade students who have permission from their parents to be provided tutoring services are also tutored. Siblings can be in TK-8th

grades. Once 4th-8th grade students have been identified for tutoring then TK-3rd grade students are identified using local assessment data and offered tutoring. In order to mitigate the learning loss of our students, we will be extending the PTOA services to students in TK-8th grade with priority given to English learners, students not performing at grade level, students with disabilities, foster youth, and students experiencing homelessness based on local measurements.

The Believe, Achieve, and Succeed (BAS) program is offered to students at our junior high school who are not meeting a 2.0 GPA. The program will continue during distance learning. Students' academics are monitored by their assigned BAS teacher. Students are placed on a weekly progress check. BAS students have the opportunity to exit out of the BAS program by increasing their cumulative GPA to a 2.0 or higher as measured by quarterly progress reports. The RJH Academic Coach will monitor the quarterly student progress and meet with students and parents to determine exit options.

During the drafting stage of our plan, guidance began to emerge regarding in-person instruction for certain cohorts. We are exploring our options and prioritizing who will come back based on factors and guidelines set forth in the California for All documentation, the CDE, and stakeholders.

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

Description	Total Funds	Contributing
Provide professional development opportunities for teachers, administrators, and paraprofessionals in adopted instructional programs, learning platforms, and research-based strategies to help improve services and outcomes for English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness	\$526,000.00	Yes
Purchase necessary technology/devices to ensure student connectivity, continued access to 1:1 devices, eliminate the need for students to transport devices to and from school/home, teacher access to current technology	\$1,622,613.00	Yes
Costs for the purchase and maintenance of LMS and other learning platforms and programs to assist teachers in providing student instruction, intervention/enrichment, assessment, student engagement, and teacher collaboration (Canvas, Zoom, Kami, etc.)	\$34,166.00	Yes
A dedicated HELP phone line with support personnel to provide immediate assistance to students and parents with connectivity to RSD online platforms	\$80,400.00	Yes

Description	Total Funds	Contributing
Purchases of additional digital book licenses for our library to provide students with greater access and variety of digital reading materials	\$35,807.00	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 district is addressing pupil learning loss that results from COVID-19 by providing all students with content that is aligned to the common core state standards and the English Language Development Standards. Teachers in all grade levels prepare rigorous lessons and targeted supplemental instruction for students who are identified using formative and interim assessments in need of additional support. The district is invested in monitoring the access to connectivity and devices daily to verify all students are participating in daily instruction, turn in assignments, and complete formative, interim and summative assessments. Our teachers continue to collaborate to develop and upload curriculum and lessons in Canvas at the quality and rigor level equivalent to in-person instruction.

In assessing our students to help determine learning loss, we will take a multi-measure approach, rather than relying on a single assessment. The Renaissance Learning for English Language Arts (ELA) and Mathematics is used to assess K-8th grade students. The assessments are administered at the beginning, mid, and end-of-year. The ELA and Math assessment is available in English and Spanish. Teachers can track students' progress and growth in each language. This is particularly important as we are in the process of identifying a method of assessing the English proficiency and progress of our ELLs. The ELA comprehensive assessment provides information needed to guide literacy growth for emergent readers, struggling readers, English Learners, and high achievers. For mathematics, the assessment includes essential information for teachers to help all students get on track in math and have success. The assessment provides information on which students are struggling, the specific skills and subskills they're struggling with, and resources and practice activities to remedy those skill gaps. Renaissance has recently added reports that will help us identify students learning loss. DIBELS 8th is administered beginning, mid, and end-of-year. It is a universal screener we use to assess the acquisition of early literacy skills for kindergarten through 6th-grade students. Teachers can effectively identify which students are experiencing deficits and identify those who will most benefit from intensive instruction, strategic instruction, and core instruction. In addition to the beginning, mid, and end of year testing, frequent progress monitoring is done by teachers and paraprofessionals for students in intervention. Istation Reading and Math provide monthly progress and diagnostic reports using measures such as Lexile scores for reading and basic concepts in math, useful in determining student needs and growth. Writing progress is also being measured tri-annually with performance tasks from our core adoptions in K-8. Teachers of pupils with exceptional needs conduct daily formative assessments to measure pupil learning. These daily assessments include CFAs, comprehension checks,

written statements, and discussions. Special Day Class and Transition program teachers use manipulatives such as Yes/No, A/B, and number icon cards to help with formative assessment in measuring pupil learning.

The district is in the process of researching LAS Links to screen and monitor students' basic level of English proficiency which includes assessing students' level of conversational fluency (communicative language), English skills (specific aspects of English linguistic knowledge), and academic language. The intent is to screen students' language proficiency per quarter so that students are provided with immediate support.

As the year continues, teachers will continue to assess and adjust pacing guides and curriculum to meet the needs of students as we recognize that learning loss will become more evident throughout the year.

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.]

To address student learning loss and accelerate learning progress, the RSD realizes that intervention cannot be our first priority. In fact, it takes best first instruction and appropriate, aligned interventions in order to ensure that students catch-up and keep-up. Both of these areas must be in place for us to make a difference with students experiencing learning loss and to accelerate learning progress. Our instructional schedules have been designed to provide quality instructional time, given the COVID-19 restrictions. Time has been built into teachers' schedules so that they can analyze students' work and their test results in order to assess student progress and achievement, identify achievement gaps, and make changes to instruction to support the unique needs of all students, including those who are English learners, low-income, foster youth, students with exceptional needs, and students experiencing homelessness.

Our teachers use the supplemental components in our core instructional materials to prepare lessons that address the learning loss of identified students using previously mentioned assessment instruments as well as accelerating learning for all students, including English learners, students with disabilities, foster youth, and students experiencing homelessness. Students at the elementary school sites are assigned to receive intervention on grade level or acceleration support during the scheduled block time for "Walk to Learn" or "Breakout" groups to address areas of need in small groups. This is done whether instruction is provided in-person or distance learning. Throughout the school year, teachers will spiral in order to reteach and re-expose students to essential standards not yet mastered. Similarly, all ELLs are provided designated ELD instruction using the supplemental components in our core instructional materials to provide support for English learners; this is in addition to integrated support provided using strategies from the English Learner Toolkit.

Our school site administrators and academic coaches continually work collaboratively with teachers to analyze data, discuss the most effective teaching strategies, and provide professional learning. Academic Coaches support teachers with selecting research-based instructional practices based on John Hattie's ranking list of influence and effect size related to student achievement. In collaboration with the ELD consultants, our Academic Coaches and administration support classroom teachers with the implementation of the English Learner Toolkit of Strategies to increase the English language proficiency of our English learners during designated and integrated ELD. The agreed-

upon instructional strategies are planned, delivered, and monitored to meet the changing needs of our diverse student population. Supplemental instructional programs such as IStation Reading and Math, SumDog Math, and Accelerated Reader are available to provide students additional practice opportunities in content areas.

Summer school will be offered to our ELs, low-income students, students with exceptional needs, foster students, and those experiencing homelessness. We are exploring a STEM-based program that will help close learning and skills gaps in reading and math while enhancing the learning experience for our students.

Understanding the importance of parent involvement in student learning, we will continue to communicate with our families regarding student engagement and academic progress utilizing Parent Square (providing text, phone call, email notifications) and mail, as appropriate. Our Parent Liaison and school staff will also offer training and/or support to parents on our new learning platforms. This will support their children with distance learning. There will be specific outreach to our foster families and those experiencing homelessness provided by our Student and Family Support Services department.

Support with learning barriers due to social-emotional and/or health-related issues will be offered to assist students in need. Teachers and support staff such as paraprofessionals, administrators, office staff, who help monitor student engagement, will make any referrals to our school social workers, school psychologists, and Student and Family Support Services Director.

We will continue to provide the technology, connectivity, and programs to all students as it is essential during distance learning. We will also ensure that our teachers and staff have access to quality equipment and resources to deliver appropriate instructional strategies and support.

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.]

Effectiveness of the services and supports used to address student academic outcomes will be measured using the formative, interim and summative assessments and procedures outlined in the plan. Data will be shared and discussed with all stakeholders to help determine overall effectiveness.

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

Description	Total Funds	Contributing
Additional school supplies provided for student use at home for students of families experiencing unforeseen financial difficulties due to COVID-19 pandemic, including our foster, homeless, ELLs, and LI students	\$78,000.00	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 Richland School District will monitor and support mental health and the social-emotional well-being of our students and staff during the school year to continue to provide high-quality learning and support during this pandemic. The mental health and social emotional well-being of our students is monitored regularly during the students' first period by the students' classroom teachers. Students are tasked with completing a short Social-Emotional Learning (SEL) form. The district's psychologists, school social workers, and the junior high counselor conduct regular check-ins and tele-counseling with students on their current caseloads. Support staff and counselors provide student outreach strategies for re-engagement in learning, monitoring of academic progress, and to identify and refer to any mental health or social and emotional concern. Currently, students complete an SEL form daily; upon review by teacher, administrators, school psychologists, social workers and/or school counselor (RJH only), referrals to personnel or agencies are made. Contact is made with parents/guardians to identify any needs, with referrals being made.

The district will be providing initial and continuous training and support to administrators and supervisors on conducting daily employee wellness checks and monitoring and supporting the mental health and social/emotional well-being of all staff during the COVID-19 pandemic. Our human resources department is currently working to update our Employee Assistance resources to include information for social-emotional and/or mental health assistance related to the COVID-19 pandemic.

We are in the research phase of acquiring a TK-8th grade SEL program to provide consistency within our district with regard to common lessons based on grade level, identification of concerns, internal and outside referrals, and resources for parents. High profile cases such as major grief and loss issues, suicide prevention, coping with symptoms of depression, anxiety, trauma, serious LGBTQ issues, and family and relationship issues are addressed immediately by our school social workers and school psychologists.

Our Community Liaison provides monthly training topics on communication skills; anger management; healthy and unhealthy relationships; decision making; and conflict resolution in the Parent Center. The workshops are provided in the late evening for parents in English and Spanish. The district has a contract with a psychotherapist who provides group and individual counseling; conflict resolution; anger management; bullying resolution strategies; drug & alcohol awareness; social-emotional development (SED) training for parents to help understand and support their children if they are experiencing any of the possible areas; victims of bullying; family and relationship issues; sexual orientation issues; monitoring of social-emotional progress; and coping with emotional issues due to COVID19.

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 Richland School District is committed to engaging all students in a high-quality educational environment in partnership with parents/guardians. The school sites are currently working with all parents to update the emergency contact information form. This information is being updated in our new student information system, Aeries by the school site office staff. The updated contact information will be used for student and parent/guardian outreach as a strategy for reengaging pupils in instruction and informing parents of their pupil's academic progress. It is crucial students regularly participate in their academic program. Although we are in a distance learning environment, we have the same expectations: to best prepare students for the next grade level in school. Our staff will closely monitor student participation and will make contact if there are any concerns. Our priority of reengaging students is necessary to assist students who may need additional support or resources for success.

Every day, school site office staff and paraprofessionals contact students/families who did not engage in the previous day's instructional activities. They attempt to ascertain the reason for the non-engagement and provide reminders and/or schedules to help ensure engagement. If students are unreachable, administrators will make home visits and provide needed support (i.e., connectivity, software support, etc.). For students who are unresponsive to requests, the assistant principal may assemble a student attendance review team to work together with the student and family to help identify reasons for non-engagement and put plans in place to re-engage the student. This may include referral to our Student and Family Support Services department.

The Student and Family Support Services department assists in removing barriers that may intervene with students participating in distance learning by providing our most vulnerable students with portable workstations and portable supply backpacks that contain school supplies. Referrals for assistance for basic services, health and social-emotional services may be made for students and families. Students may also be connected to clubs such as; Girl Scouts, Yes! Club for Foster Youth, and the Youth Center in Shafter, with attendance incentives provided such as gift cards, gas cards, etc. Should students/families continue to remain unresponsive to the support provided, additional home visits may be conducted to identify any new barriers.

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.]

The Richland School District is providing nutritionally adequate meals for all pupils by participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for the 2020-2021 school year. By participating in CEP we are able to provide a healthy breakfast and lunch each day for all students enrolled during the 2020-2021 school year. Students are able to pick up meals at all four school sites. In order to support families who have been impacted adversely by the COVID-19 pandemic, we have buses providing additional meal pick up Monday - Friday at specific locations:

Smith's Corner from 12:30-12:55 p.m.

The Colony from 1:00 -1:30 p.m.

The corner of Fresno Ave. and Alamo Lane from 12:00-12:30 p.m.

The Shafter Farm Labor Camp from 12:30-1:00 p.m.

Cafeteria staff have been trained in safety protocols as have the paraprofessionals, transportation staff, and administrators who assist in the distribution of student meals.

Upon return to in-person instruction, we will continue to offer the Grab-and-Go method of meal distribution, making necessary adjustments to ensure safety and social distancing protocols.

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

Section	Description	Total Funds	Contributing
School Nutrition	Purchase of additional equipment to support meal preparation and distribution during the designated lunch hour and the delivery of meals to support students who live in outlying areas	\$45,000.00	Yes
Mental Health and Social and Emotional Well-Being	Initial and continuous training and support to administrators and supervisors on conducting daily employee wellness checks and monitoring and supporting the mental health and social/emotional well-being of all staff during the COVID-19 pandemic and purchase of district-wide SEL program for teachers to assist in monitoring SE health and provide SEL to students Personalized PPE with positive messages	\$122,500.00	Yes
Pupil Engagement and Outreach	Supports and activities to promote student re-engagement; training and extra time for paraprofessionals who are part of the process of reaching out to assist in student re-engagement	\$44,000.00	Yes
Pupil Engagement and Outreach	Supplies for teachers to provide to students that promote distance learning classroom engagement (to assist in prevention of disengagement)	\$70,000.00	Yes

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
35.34%	\$2,212,635

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.]

With 91.25 % of our students being English learners, foster youth, and low income students, actions and services are principally directed toward their needs. The instructional day has time built in for intervention and/or enrichment and time for teacher collaboration to analyze assessment data to make instructional decisions to support all learners, with priority given to ELL, foster youth, and low-income students. This occurs whether we are utilizing an in-person, distance learning only, or a hybrid instructional model. Any professional development we secure or provide is done through the lens of how it applies to and can support our English learners. Additional support and SEL programs are being explored through the lens of supporting our ELLs, low-income and foster students.

These actions are effective in ensuring access to devices and supports that assist students to successfully participate in distance learning.

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

The actions and services in this plan are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students. Data will be monitored to ensure the focus and determination of effectiveness remains centered on outcomes for foster youth, English learners, and low-income students.

Our social workers and our Student and Family Support Services department are able to assist in removing barriers to learning for English learners, foster youth and low income students by maintaining open communication, responding to staff referrals, and monitoring our SEL. They are also able to connect our most vulnerable families to community resources. Families of our foster, low-income, and English learners have access to training, and support staff is available to assist in ensuring connectivity, which removes barriers to learning as well,

resulting in increased learning. The schedules during Distance Learning and our anticipated in-person learning have provided the embedded support structures for teachers to identify and address the learning gaps for our unduplicated pupils. The training teachers have had and will have also contribute to increase/improved services to our English learners, foster youth, and low-income pupils.

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