

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
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General Information

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

Like all other schools in Tehama County, Richfield Elementary School District (RES D) closed its doors to in-person learning on March 13th 2020. We immediately shifted to paper/pencil based distance learning for approximately 3-4 weeks school wide. RES D launched a formal computerized distance learning program on April 20th, which included handing out Chromebooks to all students/staff that needed and could utilize them. Students w/out access (~10%) were invited to the school parking lot to connect or they continued with paper/pencil packets as there was no way to get devices at that time. Counseling continued both in-person with appropriate precautions as well as phone and videoconferencing during the spring closure. Food service continued for any and all families for the duration of the school year during the closure and saw almost a 30% increase in the meals consumed by families.

On August 12th 2020 RES D kicked off both in-person learning and distance learning for parents that requested either option. RES D had it's Reopening Plan approved by the Tehama County Health Services Agency (TCHSA) on 7/31/20 and approved by the Richfield Governing Board on 8/3/20. Since opening on 8/12/20 RES D has continued to refine it's safety measures and academic approach for both our in-person learning and distance learners.

Stakeholder Engagement

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

RESD solicited stakeholder engagement in a variety of ways, from a variety of stakeholder groups since June. Parent surveys were created with teacher and certificated union input and administered to our community throughout the summer of 2020. The first survey was administered in June, another in July, and again in August. Our reopening plan was shared with teachers, classified staff, staff that are parents, including the parents of EL's and parents of SPED students, and the school board throughout its development over the summer. In-class discussions with pupils regarding aspects or reopening the school occurred once school was in session. The plan was then shared with School Site Council and the DELAC in September 2020.

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

Public board meetings were held online, open to all, in the late spring and also in-person thereafter where anyone could participate. Online and in-person DELAC and School Site Council meetings are scheduled to provide additional input on documents such as this and others. The Learning Continuity and Attendance Plan was shared with School Site Council and the DELAC in September 2020. The Learning Continuity and Attendance Plan was presented during RESD School Board meeting on September 22. The Learning Continuity and Attendance Plan was approved by RESD School Board on September 22. Parents could attend the RESD School Board meeting in-person or virtually.

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

The majority of the feedback came from the parent surveys and participation at remote and in-person school board meetings. 81% of our parents requested an in-person format and 19 requested online format. Teacher/parent voice played a significant role in the development of the distance learning program that was created and also how and when school would start/end during the day, and on the school's master calendar. Open discussions at board meetings between teachers/admin/board/parents resulted in half day and late start for kindergarten, early release of all students to allow for distance learning collaboration between reg-ed teachers and distance learning teachers, and also for the final configuration of who would teach in-person and who would teach distance learning. A site council staff member recommended that the school ensure that all yard duty are implementing school rules to fidelity, especially when there is a substitute.

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

Teacher/parent voice played a significant role in the development of the distance learning program that was created and also how and when school would start/end during the day and on the calendar. Open discussions at board meetings between teachers/admin/board/parents resulted in half day and late start for kindergarten, early release of all students to allow for distance learning collaboration between reg-ed teachers and distance learning teachers, and also for the final configuration of who would teach in-person and who would teach distance learning. The school will redouble efforts to ensure that all yard duty, including substitute yard duty, are implementing school rules to fidelity.

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.]

Our school offers a full in-person school day for all students, following federal, state and local safety guidelines, and according to the Tehama Schools Reopening Plan. Distance Learning is available for families that do not wish to have in-person learning for their students. Our students stay in grade-level groups known as cohorts. Our schedule runs from 8:20am through 1:45pm daily with full bus service. Differentiated instruction for all subgroups occur in the classroom (and some safeguarded pull-out) with the support of classified staff, and at the direction of certificated staff.

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

Description	Total Funds	Contributing
Our school offers a full in-person school day for all students. Additional actions to support in-person school during the pandemic include but are not limited to: extra labor and material costs for cleaning, extra material and labor costs for alternative activities for PE/Recess, extra material and labor costs for computing and on campus, extra material and labor costs for the nurses/health office.	25,000.00	No

Distance Learning Program

Continuity of Instruction

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

Distance learning was offered as an alternative to in-person learning for the 20/21 school year. Approximately 43 students were signed up for distance learning by their parents. RESD's other 190 students chose in-person learning. During the 2019/20 school year, RESD completed a process to identify Essential Standards for ELA and Math. Both our distance learning teachers and our reg-ed teachers use these essential standards as their guidepost for the lessons they create. Paid daily collaboration time (1hr/day) has been allocated for

distance learning teachers to collaborate with reg-ed teachers in an effort to "track" what is being taught in the reg-ed classroom so that the distance learning teachers can keep their students on pace for a seamless transition back to the reg-ed classroom at trimester breaks if requested by parents. This daily paid collaboration time allows every teacher to know where the students on distance learning are in their studies and also vice-versa. It will allow for transition to full school distance learning should that become necessary. RESD Core ELA and Math curriculum are being utilized in both in-person and online programs.

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 distance learning students have been provided Chromebooks and the families that don't have internet access have been provided Wifi hot spots.

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.]

Grades TK-8 distance learning students are provided daily "live" synchronous instruction for a minimum of 30 minutes each day with additional opportunities for help through "office hours" with the teachers. Equivalent work load in terms of assignments assigned is being distributed in each program. Daily attendance is taken with calls going home automatically to families where the student does not attend or participation. Class Dojo and email is also being utilized as additional communication tools with parents. Students who are not attending are referred to the school counselor. SARB process is also being utilized with referrals going to the counselor prior to formal SARB referrals.

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.]

RESD has modified our school day to provide 5 hours per week of collaboration time between the reg-ed teachers and the distance learning teachers in order to ensure congruence between programs. The intent of these hours is to ensure a seamless transition for students that wish to transfer from distance learning to in-person learning and vice-versa. This daily time is also being used for professional development from Glenn COE, private vendors and in house in both modes of instruction.

Staff Roles and Responsibilities

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

Each teacher on campus has had their roles change as they have been given five additional hours to support the distance learning teacher that is supporting the students from the reg-ed teacher's respective grade level. We've reduced the minutes in the normal school day and that time is specifically allocated to support the distance learning program and PD, not just be additional prep time for the reg-ed teacher/student program.

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.]

RES D is providing pupils with unique needs, including English learners, pupils in foster care, pupils experiencing homelessness and pupils with Specialized Academic instruction and related services a variety of means to access their education during distance learning. These include but are not limited to, asynchronous teacher posted lessons, synchronous, online class meetings, personalized learning tools, online or in-person scheduled teacher appointments, scheduled e-mail check ins and drop-in, virtual office hours. RES D has revamped our Student Study Team process and referral form. Our SST coordinator works proactively with teachers who'd like to refer students to the learning center or for assessment to ensure that the pupil has ample opportunity for small group and/or individualized targeted intervention prior to progressing through the referral process.

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

Description	Total Funds	Contributing
1 hour/day of paid collaboration time for each certificated teacher.	108,871.	Yes
Additional Aide time up to 6 hrs/week.	3,108.00	Yes
Student Chromebooks for DL	13,200.00	Yes
Hot spots families without wifi for DL	4,000.00	Yes
School Messenger program, computers, web page etc to communicate DL requirements & support DL program	12,500.00	Yes
Office staff to hand out DL packets	500.00	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.]

Learning loss will be quantified using a variety of in-person and online assessments. RESD will continue to measure student levels and needs using Accelerated Reading and Math, Lexia, Imagine Learning and RESD has recently purchased a new screening tool for grades TK-4 called Fast bridge as needed but at least four times per year (beginning, fall, winter, spring). Other curriculum based in-class measurements are used as well for each of the subgroup areas listed above. Additional data presentation software has been purchased for global school data all the way down to an individual score reports on our benchmark tests.

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.]

English Learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness will be assessed by the above diagnostic programs and intervention will be completed using additional classified and certified staff that be prioritized to ensure the resources go first to the above subgroup categories. Small group, levelized accelerated learning is utilized within the cohort to the extent practicable. Software programs (Imagine Learning, Lexia, Pebble Go, Freckle, Read Naturally, Rosetta Stone, Reading Mastery, scholastic, Tynker, Khan Academy, Progress advisor) and additional 1x1 and small group classified aide staff supports this targeted learning. Targeted language appropriate outreach will go to parents of students in the above categories to ensure full access to the additional help, materials for both in-person and distance learning students. All materials are distributed in Eng/Span. Additionally, after school tutoring is provided through our after school program and also through direct after-school tutoring by certificated staff for student that are behind academically.

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.]

Benchmark tests from AR/AM, Fast Bridge and Lexia, in addition to curriculum based measurements and other subscription services such as Imagine Learning etc will be used to measure student growth from benchmark. Programs and our instructional approach will be modified based on student growth. Daily collaboration, quarterly reviews, grade reviews and student study team meetings are used to continuously monitor the effectiveness of our program and it's implementation.

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

Description	Total Funds	Contributing
Data/assessment software - MMARS, RenPlace, Lexia, Fast Bridge	38,000.00	Yes

Description	Total Funds	Contributing
After School Tutoring	7,920.00	Yes
Classified Aide 1x1 Learning Loss Support (3 FTE)	2,772.00	Yes
Intervention software: Imagine Learning, Read Naturally,	10,407.00	Yes
10% Certificated Salary towards intervention (KR)	96,121.00	Yes
Supplemental paper curriculum (Envision.	4,500.00	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.]

Student social-emotional well being was the main reason that 81% of our educational community pushed for full in-person learning even if it meant we all had to wear masks, separate by cohorts, and implement all the other required safety measures. Our teachers, classified staff, administration, counselors and even cafeteria and custodial staff all work together to be proactive, identify and prevent social and/or emotional imbalance, and monitor and intervene when needed.

Our school counselor works both in-person and online to reach the full spectrum of students. RESD has also purchased and implemented curriculum such as Toolbox, Signs of Suicide. Additionally, social-emotional screening software (SABRES through Fast bridge) has been purchased to assess and help identify students in distress and areas of need for SEL. RESD also has a Student Study Team process where referrals are made to school teams to prevent, identify, and intervene when signs of social-emotional distress are observed.

Students who fail to attend classes receive automatic and personal calls home, receive written correspondence in the mail, and if attendance fails to improve, the student and family progress further in the SARB process which includes a counseling referral and non-punitive initial home visits.

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.]

RESD's primary means of outreach for students who are absent from distance learning include repeated attempts at communication using phone calls, email, webcast meeting requests, home visits, personal invitations, text messages, Class Dojo invitations and traditional mail as deemed necessary. Each of the above tiered re-engagement strategies will be completed in the student's home language. Learning loss will be quantified using a variety of in-person and online assessments. RESD will continue to measure student levels and needs using Accelerated Reading and Math, Lexia, Imagine Learning and RESD has recently purchased a new screening tool for grades TK-4 called Fast bridge. Other curriculum based in-class measurements are used as well for each of the subgroup areas listed above. Additional data presentation software has been purchased for global school data all the way down to an individual score reports on our benchmark tests.

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.]

Nutritionally adequate school meals have been made available to both our in-person and distance learning families. Notification of the availability of these free or reduced meals was accomplished both in writing and verbally in all home languages. School meals are made available in the cafeteria for on-campus students and for curbside pickup for distance learning students. Togo meals are provided for our half day kindergarten students.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Additional Chromebooks and Wifi hotspots purchased to ensure connectivity		Yes
Distance Learning Program (Continuity of Instruction)	Add .5 FTE bilingual aide to .75 help with Distance Learning translations for parents for full inclusion	11,638	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Add .5 FTE bilingual aide to .75 help with direct instruction for English Learners (online and In-Person)	11,638	Yes
Distance Learning Program (Continuity of Instruction)	Provide up to 200 hrs Certificated Extra Duty (PD and Set up) to help create and execute a quality Distance Learning program	8,000.00	Yes
Distance Learning Program (Distance Learning Professional Development)	Provide 40 hrs extra duty for Certificated professional development targeted towards learning loss mitigation, best practices for online and in-person intervention. Materials/Registration for PD (\$5,000)	7,350.00	Yes
Mental Health and Social and Emotional Well-Being	Add .5 FTE Additional Counseling and support for student social and emotional well being.	10,500.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Provide up to 100 hours extra duty certificated tutoring (online and In-Person)	4,000.00	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Purchase of additional laptop and desktop windows and google devices for students/staff to support online instruction and also online tutoring from home. (up to 15K)	15,000.00	Yes
Distance Learning Program (Continuity of Instruction)	Up to 20 hrs extra duty pay for classified staff to teach parents connectivity tools to support distance learning. Up to 20 hrs extra duty pay each for certificated staff to teach parents connectivity tools to support distance learning.	1,080.00	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Provide up to 100 hrs overtime for classified staff to clean areas where after school tutoring (learning loss mitigation) took place.	3,409.	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
15.40%	271,635

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.]

RESA has additional aides on campus to specifically target the needs of foster youth, English learners, and low-income students. Our existing and new assessment programs enable us to target the specific needs of these students and then our aides, at the direction of certificated staff, do small group and individual targeted interventions with these students. Certificated teaching staff also do small group targeted skills development with these students during the school day both in-class and on a pull out basis while following all safety guidelines.

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

Beginning of the year benchmark tests have been administered using Accelerated Reading and Math. Fast Bridge and Lexia beginning of year assessments are in the process of being completed. Upon completion of our next benchmarks tests, as well as ongoing formative assessments, these baseline scores will be compared to the next administration to determine the "improved percentage required".