

# 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.]

As a result of the COVID-19 pandemic and under the guidance of the Humboldt County Public Health Department and the Humboldt County Office of Education, Rio Dell Elementary School District announced to families and staff on March 14 that it would be shifting to remote instruction beginning March 16, 2020. This involved the discontinuation of students receiving in-person instruction, therefore all instruction would be delivered through a remote learning model in which students participated in activities at home, and received instruction primarily through digital means, such as Google Classroom or through paper packets. Staff members set daily schedules to meet with individual students and small groups. Work packets were distributed and collected weekly for those grades and families who preferred hard copies over digital resources. As a small rural school, we had some families that did not have internet connectivity or adequate devices. The school worked tirelessly to insure our families has alternate ways to access internet or access the packets if internet was not an option. We also allowed families to check out school devices to be able to use at home. Due to the fact that students were unable to participate in in-person instruction during this time, progression of learning grade-level content across all subject areas was affected. There was no spring standardized testing to gather assessment data to demonstrate student progress or regression, but based on local measures, and the fact that remote learning did not replicate the traditional classroom learning experience, students still needed additional support. Specialized support providers were tasked with meeting the needs of students in our ELD programs, SPED programs as well as our Foster Youth virtually, which was often challenging.

Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction at home. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Or in some cases students were left home alone to navigate their learning while parents had to report to work. Remote learning also had an impact on students' social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was hard for students, staff and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and decreased the activity level of other students. Beyond working with their children on schooling at home, and worrying about their children's

social, emotional, and physical well being, many of our families experienced additional stress due to lost income resulting from the COVID-19 pandemic.

Humboldt County is currently in the level Two/Orange Level in regards to its COVID according to the state guidelines. Most business are open at this point in our area, and the overall infection and spread of the Corona Virus was at a minimum that schools were able to reopen in our county. With all of the current information the board met on August 19th and unanimously made the decision to return to in person instruction with an option for distance learning for the 2020-2021 school year. In person would be offered at five (5) days a week on a shortened schedule with a distance learning option for parents. Classes are being taught both synchronously and asynchronously with distance learners logging on via zoom or Google meet. Staff is preparing work for distance learners to pick up on a weekly basis.

## Stakeholder Engagement

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

The district received feedback through family surveys, public meeting input, informal communication from parents, along with input provided by students and school staff. Surveys were presented in online format and also in paper format for those parents without internet access. These opportunities for public input provided the school with information on the impact school closure had on students and families. Surveys were sent to families on March 23, May 28, July 13, July 30, August 8, and August 17. "All call" phone, text, and email messages were sent to families weekly through the spring. Letters were also written to families and posted on the School's Facebook and Class DOJO pages. These forms of communication encouraged parents to call the school with any input or questions. The weekly work turn in/pick up and meal pick ups allowed for another opportunity for public input, as parents and students were able to talk with staff members and administration, all of whom took part in work dispersal and collection on these days. We also gathered stakeholder feedback at special and regular meetings of the Board of Trustees on March 16, April 8, April 10, May 13, May 28, June 17, July 15, August 3, and August 12.

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

The public was provided the opportunity to provide input prior to all public meetings through email, written correspondence, and phone calls. The public was also provided the opportunity to participate remotely in all public meetings and hearings through Zoom. A link to each meeting and hearing was included at the top of each meeting's/hearing's agenda, and was also included on a flyer that was posted on the school website as well as at the school's regular public posting locations.

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

The stakeholder feedback gathered from multiple family and staff surveys included information on concerns if the school remained in a distance learning model, connectivity issues, as well as family preference for school reopening. These surveys were conducted online, on paper, and in person. Surveys were translated for our Non English speaking families. On the July 13th survey, 52% of the respondents requested a return to in person learning, and 48.% had reservations about returning to school or would not be sending students back. When asked if parents would send students back to school if children had to wear a mask all day, 55% were willing to send students back and 45% would not send their child if a mask was required. When asked about the different modes of instruction; 53.8% of respondents preferred an in person 5 day model, 29.7% chose hybrid, and 23.1% were in favor of distance learning. When families were re-surveyed on August 8th 60% of the families chose an in person instruction model for 5 days a week and 40% chose distance learning.

Survey results were still challenging because not all families responded to the survey, so the administration began calling all families to gage the instructional model choice of our families so that our board could make an informed decision. After making phone calls and reaching all of the families it was determined that 64% of our families preferred the in person model and 36% preferred distance learning. Stakeholder feedback gathered at meetings as well as informally during phone calls, emails, and discussions with parents and students during weekly distance learning work pick up and turn in included concerns of student and staff social, emotional, and physical well being, academic achievement and learning loss, and the need to provide our families with nutritious meals during this time of uncertainty.

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

When considering the instruction model for returning the board strongly considered the input form the stakeholders and made the decision to open to in person instruction with a distance learning option. Staff and families shared the importance of families being able to choose between in person learning or distance learning. There was also consideration for continuing to serve meals to our students both in person and distance learning. In regards to mental health services the school district and staff will continue to monitor both in person and distance learners mental health and refer to outside agencies for support and direction when needed.

Teachers began the school year with a reduced day for in person instruction which has allowed the time at the end of the day to reach out and connect with the students on distance learning. Special Education and ELD students on distance learning have been given a specific time to check in daily as well as an opportunity to come on to campus and meet with the teacher one on one. For our Foster Youth and Homeless students we made weekly connections to deliver a bag of food for them, check on current needs, and make sure they had the supplies and technology devices in order to access their education.

# 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.]

Rio Dell Elementary School is offering in-person instruction, with the option for parents to choose distance learning to begin on the first day of school; August 31, 2020. Rio Dell is offering in class learning five (5) days per week. Parents can choose in person instruction in small, stable cohorts, or they can choose the distance learning option, with instruction to students through a comprehensive remote learning plan that requires student active engagement through synchronous and asynchronous learning every day. Based on the feedback that was received from multiple stakeholder groups, including students and families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards. Students participating in on campus instruction for the amount of minutes required by the state, five days per week, for all grades TK-8. Students will be offered lunch at the end of their day to take home with them. The in-person to distance learning ratio allowed for smaller class sizes and more physical distancing within the classroom, in alignment with the school's reopening plan.

Students will be monitored through assessment and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day. Teachers will follow the District assessment schedule that includes formative, benchmark and summative assessments to determine progress towards standards with both in person and distance learning. Assessments include locally designed benchmarks, Core Growth for grades K-4, CAASPP interim assessments for grades 3-8, and STAR Reading and STAR Math.

Student in the Middle School attending in person instruction will also receive a period of CTE daily.

Safety is of utmost importance for students and staff. The staff worked extensively on a School Site Specific Protection Plan prior to the first day of school. This plan is based on guidance from the County Department of Public Health, as well as the County Office of Education. The following safety equipment will be provided to all staff: disposable and cloth face masks for staff and students, face shields for staff members, gloves for staff members, touchless thermometers, sinks in each classroom, hand sanitizer dispensers in each classroom, separate assigned restrooms for each classroom cohort, separate outdoor learning areas for each classroom cohort, plexiglass dividers in each classroom where three-six feet of distancing is not maintained, in the main office, and between teacher work areas and students, food grade sanitizing wipes and sanitizing spray for use in all classrooms, offices, and the cafeteria, air purifiers, microphones for teacher, and visual markers and signage. The plan also includes daily regular scheduled time for hand washing or hand sanitizing, "including sanitizing in and sanitizing out" when students enter or exit the classroom. Frequently touched surfaces are cleaned and sanitized on a regular schedule throughout the day.

Students go through a health screening each morning at the entrance to campus. After passing through the health screening, students walk directly to their classroom and enter through the exterior. After the first week of school, parents are discouraged from walking their children

on to campus. Parents and other visitors are not allowed in classrooms or the school building, except in the front office. If there were to be a positive COVID case of a student or staff member we will work with Humboldt County Public Health to determine the proper course of action.

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

Description	Total Funds	Contributing
Technology: Laptops for teachers, Promethean Active Panel, short throw projector, internet access spots to improve internet across campus with the increase in devices. Teacher Microphones	92,500	No
PPE: sanitizer, Masks, Cleaning Supplies, Face Masks, Face shields, Air Purifier, Plexiglass, lanyards to hold masks,	65,800	No
Furniture: Additional tables and desks to provide students with an individual space.	5000	No
Chromebooks for students, charging carts, and Google Licensing,	32,500	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 is beginning the school year by offering families the choice of in person or distance learning. In both learning modes, all students will receive synchronous and asynchronous instruction and content in all subject areas five days per week. Synchronous learning is whole class, where direct instruction, discussions, and supervised work time occur, as well as small group or one on one meetings where differentiation and extension occur. Asynchronous learning is independent work time on assignments and projects that are assigned to all students, both in person and at home. Teachers have developed standards-based activities that encompass a progression of learning across

all content areas. Teachers continue to meet to design standards based curriculum and instruction to support both distance and in person learning. Content is aligned to grade level standards. All textbooks are state adopted, and are sent home with all distance learners. All instruction for distance learners will be provided at the level of quality and intellectual challenge as in-person instruction. This will be achieved through daily synchronous instruction and additional individual and small group support as needed. The required daily live interaction shall be designed by the teacher to meet the needs of students. Prior to the start of the school year, teachers will post class expectations and schedules, as well as information on accessing Zoom, Google Meet, Google Classroom, all other digital platforms used by the teacher, as well as teacher contact information. The administrator will also be provided access to all virtual classes and learning plans.

With our distance learners, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the required daily minimum minutes for each grade level. The District will continue to provide special education services, English Language Development services, and intervention sessions virtually to our distance learning students. English language learners will receive support during class time. Distance learners will receive EL support one on one or in small groups. This support will be provided virtually, or one on one in person, if the family so chooses. The Resource Specialist Teacher, Special Day Class Teacher and Speech Teacher will continue to serve all students with Individualized Education Plans, whether in person or virtually. Students who are participating in distance learning will have the option of receiving extra support and services virtually or by meeting in person one on one with the support staff member.

The music teacher will provide classroom music instruction to each class once per week for in person as well as distance learners. Currently, local Public Health guidelines do not allow in person instrumental music instruction, so the focus will be movement and rhythm.

Should the need arise for the school to move to full distance learning, the teachers are currently preparing units of instruction so that there will be a continuity of learning should the District move to complete distance learning. If a transition to full distance learning is necessary, teachers will be provided with time to plan instruction so no instructional day is lost for students. This will not be a difficult transition, as the teaching staff is currently operating in a distance learning format while also teaching our in person learners.

If a staff member, administrator, student, or household member associated with a stable student cohort tests positive for COVID-19, the District will comply with local health department guidance. During this period of quarantine, students will receive distance learning. The teacher, if medically able to do so, shall continue to provide instruction to the cohort during distance learning.

## **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.]

The District will ensure equitable access to education for all students and will confirm and/or make provisions so that all students have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and wifi. Prior to school beginning in the Fall personal phone calls were made by the teachers to each family to determine their technology needs as well as internet connections. The district sanitized and updated all devices this summer to ensure equipment was ready for distribution prior to the first day of instruction. Devices were disbursed to students the week

of August 25, prior to the first day of school. The district is working on securing hotspots for students who do not have wifi access. Virtual Back to School Night presentations were held during the first few weeks of school. Teachers and administrators were also available for one on one appointments to help students and families become familiar with the digital platform. All students will be offered a device appropriate for their grade level. Kindergarten students will be offered iPads, while first through eighth grade students will be offered Chromebooks. Families that choose not to use a school device will need to explicitly state that their child has a device. Teachers will be provided laptops and webcams as needed to ensure connectivity and support for students through distance learning. Classroom will be outfitted with Promethean ActivPanel or a short throw drop projector with a document camera connection to the white board and computer in order to facilitate collaboration between distance learners and in person learners.

## **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.]

### **Distance Learning Activities**

Teachers will develop weekly educational activities for all students with a learning plan for the week that can be followed by families and students. The plan will contain resources including online and/or print reading, digital and/or print worksheets, guidance about the use of online applications, and other at-home activities. Teachers will provide schedules for their lessons, small group meetings, and office hours. Each teacher will have an online classroom with classroom expectations, resources, assignment information, enrichment opportunities, and links to past work.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom) and other on-line applications used by the teacher, submission of assignments to the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Weekly Asynchronous Distance Learning Activities may consist of lessons for each of four subject areas:

Math, English Language Arts, History/Social Studies, and Science.

Short videos from instructions, objectives, and teaching points.

Projects that can be completed, photographed and sent back to your teacher.

Activities that may be possible at home such as simple experiments, cooking and measuring, and moderate physical exercise. Ideas for arts and music activities.

Projects to be completed individually or with other students via phone or Zoom.

Weekly Synchronous Activities may consist of virtual whole or small group class meetings and instruction. Virtual or phone meeting with individual students.

Virtual story times.

Open office hours for individualized consultation.

Music class.

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent "Checks for Understanding." This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

#### Grading:

Students will be instructed using Common Core State Standards-aligned curriculum and will be assessed on the essential standards, work completion, and participation. Students will be graded using District assessments. Report cards will reflect the student progress for each given trimester/reporting period.

#### Attendance and Participation

For Distance Learning instruction teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction. Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

## 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.]

During the summer teachers had the opportunity to participate in a Distance Learning Workshop through our local county office. We will also encourage teacher participation in additional professional development as it becomes available. Funding is set aside to support professional development aligned to their needs.

## Staff Roles and Responsibilities

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

All staff roles and responsibilities have adapted to better meet the needs of our students and community. All teachers' roles and responsibilities are different with distance learners synchronously participating in instruction and class activities with their in person peers. In

order to conduct class in this format, teachers will need to prepare for and conduct daily live interactions with distance learning students by video conference (Google Meet or Zoom) as well as prepare asynchronous learning activities for students to complete for the remainder of their daily instructional minutes. If a student is unable to access Google Meet or Zoom on a particular day, the teacher is responsible for contacting them by telephone. Teachers will need to keep attendance and accountability/engagement records for distance learners. Daily, teachers will need to document engagement of distance learning students, including the method of engagement, and assign daily instructional minutes.

Whether in-person or online, teacher variations of distance learning include: direct instruction face-to-face via online tools, demonstrating learning activities through the use of technology, engaging students in multiple subject areas through applications on district provided devices, managing student behavior while working through distance learning, and providing social emotional services to support anxiety and disengagement from the learning process. The District has hired an additional .35 Resource Specialist Teacher to meet the needs of students in small cohorts as well as add small group intervention into this schedule, in order to provide additional support and mitigate learning loss. Classroom teachers are also working with individual and small groups of students after school hours as allowed within their distance learning schedule who are in need of additional support due to learning loss. And finally, the After School Education and Safety Program is providing homework help and academic support to those students in attendance who are struggling with grade level standards.

Additionally, the District has assigned a paraprofessional to every TK-4th grade classroom, to provide academic support. The role of these employees is to mitigate learning loss and focus on accelerating learning. Classified employees are providing services outside of their regular job descriptions. Examples of classified employees' duties due to distance learning and in order to provide learning loss mitigation include: providing academic support and intervention to students struggling with the distance learning format, helping to prepare and distribute meals through our Child Nutrition Program to ensure students have access to healthy food, sanitizing work areas between use to minimize the spread of germs, providing additional supervision to insure students wear face coverings appropriately and maintain social distance guidelines.

The administrator and office staff have delivered devices, instructional materials, and meals to student homes when families were not able to come and collect it. The administrator and office staff disperse and collect weekly work packets. This also includes contacting families who did not pick up work or meals and making arrangements for doing so. The administrator and office staff are also responsible for monitoring student online engagement and connecting with families to resolve issues preventing student participation. This includes daily troubleshooting with distance learners who are having difficulty accessing the class meetings and online synchronous learning sessions.

All employees are provided the opportunity to work even if their position is unnecessary in the moment. The District Administrator's roles and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, and full-time in-person instruction. The administrator has created the School Site Specific Reopening Plan to keep students and staff safe while they are on campus. The administrator has trained all staff on this plan, and has outlined the plan for the community of stakeholders.

## 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 District will work closely with families who have unique needs in order to assist in the needs. There are many services available at the school such as free lunches for students daily, chromebooks, hot spots, etc. An interactive phone call with the parent will take place in order to assess the needs of the family so that the district can put its best supports in place. English Language Learners will receive integrated ELD daily within their classroom. The classroom teacher, as well as the classroom paraprofessional, will provide this instruction and support. English Language Learners will also receive targeted support from the ELL Coordinator, a credentialed teacher. Student progress toward English Language Development will be monitored by formative assessments, and the ELPAC will be administered per State mandate. The ELL coordinator will collaborate regularly with the general education teachers and paraprofessionals. 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. The administrator will ensure on-going progress monitoring that will drive the rendering of appropriate services for all students with exceptional needs.

Special education teachers will consult with all service providers who work with each student on their caseload, and will develop Distance Learning Plans that contain the pupil's IEP goals and address the mode and method of service delivery. These Distance Learning Plans 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 with special needs will be provided in person for those students participating in in person learning and for those students whose parents choose to have their students on campus to receive these services in person, and through remote instruction for those students participating in distance learning. All services will correlate to each student's IEP goals.

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

Description	Total Funds	Contributing
Technology: Laptops for teachers, Promethean Active Panel, short throw projector, internet access spots to improve internet across campus with the increase in devices. Teacher Microphones	see action for in person instruction	No
Chromebooks for students, charging carts, and Google Licensing, wifi access hot spots	see action for in person instruction	Yes
Individualized school supplies for low income, EL, foster, homeless distance learners	1000	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.]

For assessment and academic measurement tools see Continuity of Learning in Person Instruction Offering section for assessment details.

Students performing below grade level will receive Tier 1 instruction and interventions with the classroom teachers and tier 2 instruction with the intervention teacher to provide additional small group instruction. English Language Learners will be assessed according to state guidelines. English Language Learners will be assessed using local measures as well as the ELPAC. All parents/guardians will be formally notified of their student's progress at each midtrimester period and at the conclusion of each trimester. Parents/guardians of distance learners will be contacted biweekly by classroom teachers and support providers through email or Google Classroom to keep them informed of their child's progress, and to enable regular contact between teachers and the parents/guardians.

## **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.]

Teachers will determine students needs through a variety of strategies. Strategies will include:

Use of Google Classroom and Class Dojo as the Learning Management System (LMS)

Use of Core Growth and Renaissance STAR Reading and Math Assessments to monitor student progress and provide target student-specific remediation and interventions

Weekly teacher collaboration

Daily live instruction

Targeted, structured support for small groups and/or individual students

Specific supports for students with IEPs and for English Learners

Use of the ELA and Math scope and sequence to focus on essential standards

Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details Professional development for online learning and teaching

Teacher will also complete initial assessments of each student, in person and DL. Teachers will modify their instruction to address the identified needs of groups of students and individual learners.

### **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The Student Success Teams will be utilized to review results of curriculum implementation, instructional strategies efficacy, and assessment data trends. This group is made up of representatives from each grade levels, as well as the resource specialist teacher and Administrator. The Student Success Team will meet at each midterm and at the conclusion of each trimester, for a total of six times this year. Classroom teachers, the intervention teacher, the special education teachers, and the administrator 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 the teaching staff in order for classroom teachers, support teachers, and the resource program teachers to make adjustments and provide additional supports. Stakeholder input will be integrated into adjustments and provided supports. Learning loss will be measured by universal screening tools. Results of a review of the effectiveness of strategies used to address learning loss will be reported at Student Support Teams as well as to the Board and stakeholder meetings while developing the LCAP.

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

Description	Total Funds	Contributing
Increase of .35 FTE to the part time Resource Specialist Position in order to meet with intervention students and small groups.	15,000	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.]

COVID-19 and shelter-in-place orders have created stress for many students and families. Counseling services will continue for students who previously were receiving counseling through school or outside agencies. It is anticipated new referrals will be made in light of the effects of the pandemic. These will be reviewed and monitored by school administration. The administration will work with all classroom teachers and with staff at Humboldt Bridges to Success to provide social emotional support to students. To effectively support the social and emotional well-being of students, teachers will integrate positive climate and character building activities into their online instruction, such as

community circles, and a time for group reflection. Student mental health and social emotional well-being will be monitored using data from surveys and other ongoing assessments by staff. The purpose of the surveys will be to determine student involvement in and enthusiasm for school as a whole, as well as their emotional connectedness to others on campus. Support staff will help connect the highest need students with community resources when appropriate. Staff will also participate in Social and Emotional Learning Training in order to better meet the needs of students.

## **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 written procedures for tiered reengagement 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. The administrator will oversee the outreach to pupils for reengagement strategies. Student engagement status is tracked in the school information system. Reengagement strategies will be implemented after the first day a student is marked unengaged in the school information system. On day one, the teacher will contact the student to try to re-engage the student. For students who remain unengaged for a second day, the school secretary will contact the student's parent/guardian and the student, and discuss any barriers to engagement, and strategies for reengagement. If a student is unengaged a third day in a week, the administrator will contact the student's parent/guardian and discuss reengagement options. After a student has been through the reengagement process, (s)he will be monitored in the following weeks, and will be contacted by the school secretary or administrator for regular follow up.

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. Teachers will regularly communicate with parents and guardians of distance learning students regarding their student's academic progress consistent with established practices and procedures for traditional in-person learning. This will include weekly communication with parents/guardians of distance learners, as well as formal notification of progress at each mid term and at the conclusion of each trimester.

Throughout Spring, 2020, staff members kept track of student interactions and engagement, and documented strategies that were used successfully to increase students engagement and participation in distance learning. Staff members also noted follow up actions that would be needed in the fall, such as academic interventions and counseling support. The staff was given this information, and is beginning the 2020-2021 school year with specific strategies and plans to keep these students engaged in distance learning.

## 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.]

All school meals follow meal pattern guidelines. Rio Dell School District is a Community Eligibility Provision school and is able to provide free nutritious breakfast and lunch for all students, regardless of income. Families participating in distance learning have the option of daily meal pick up or delivery. Those participating in distance learners will pick up their meals daily from the school cafeteria or call the office for alternate delivery of the meal. Families of distance learners were notified of the meal pick ups through the school's "All Call" system, as well as in a letter mailed to each family. The school has attained all necessary waivers to provide meal service in these different formats. Physical distancing shall be maintained between students, between staff and students, and between all staff during lunch service. Students on campus pick up their breakfast as they enter the school campus for screening, and eat in their classroom or outside with their cohort. Lunches for in person learning are delivered to classrooms and are sent home with students or taken to ASES program to eat in their cohort. The cafeteria is used to disburse the meals, but is not used for consumption of the meals. School meals are served in sealed disposal containers, with all safety protocols in place for preparation, packaging, and service.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	An increase hours as the new duties to implement COVID procedures requires extra cleaning, etc.	12,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.21%	\$468,733

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The actions developed by the District are specifically designed to provide more intensive and differentiated services for our low income, foster and homeless youth, and our English learners. When evaluating school wide programs, the District first considers the needs of these groups. The needs of our low income, foster and homeless youth, and our English learners are prioritized when determining areas where additional support is needed. Needs are specifically defined as access to technology and having internet access at home, loss of learning, food insecurities, the emotional stress caused by COVID, and lack of access to supplies needed at home for completing school assignments. By using ongoing evaluation of our programs, we are able to make adjustments as necessary to ensure these students receive increased and improved services. In the spring, the District was able to determine the immediate need for these students to be successful in a distance learning format included: devices, connectivity, nutritious meals, and academic and social emotional support.

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

Rio Dell Elementary School District intends to increase services for foster youth, English learners, and low-income students by providing specific afternoon office hours for teachers, psychologist, intervention teachers, and ELD teachers with an emphasis on supporting unduplicated and other high needs students. Rio Dell will also improve learning access for students by providing devices for students to use at home and at school and facilitate access to wifi hotspots or other means of internet connectivity for families in need. Support for high needs students will also be improved by implementing comprehensive diagnostic testing at least three times throughout the year. These results will inform and utilize the Student Study Team Process related to student needs and teacher and parent concerns. Rio Dell will increase time high needs students receive additional support by providing tutoring to students. Their families will receive improved access to technology as well as individual or small group tutoring designed for parents to address learning loss. Support for student social/emotional health will be improved by facilitating referrals for our students to outside agencies for counseling through the Humboldt Bridges to Success Program. Additionally, all students nutritional needs will be improved with a free and nutritious breakfast and lunch. The district is also

committed to ensuring families in need have sufficient supplies to support their children's education; this constitutes another increase to services for students with high needs. Professional Development on topics such as engaging students in DL, providing integrated social/emotional learning and addressing learning loss when identified will continue to be offered to all staff in order to best meet the specific needs of their students.