

Richmond ESD Learning Continuity & Attendance Plan (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.]

In March 2020, in response to the COVID-19 pandemic, Richmond ESD moved to distance learning for all students. As a result of this, many parents felt that our students became increasingly isolated, lacked motivation and engagement in school and did not make as much progress toward learning objectives as if they had remained in school (see survey #1, and survey #2, July 2020).

Stakeholder Engagement

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

Parents were provided two surveys in July 2020. Survey #1 results were posted before Survey #2 was available. Survey #1 addressed learning continuity plan elements, including in-class and distance learning, engagement, motivation, social-emotional wellbeing, etc. There was a high survey response rate of nearly 50% for each survey.

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

All of our meetings have been available to the public by hosting necessary meetings in our school’s gym to practice social distancing with face coverings in order to adhere to Lassen County Public Health guidelines. We have hosted several Zoom Town Hall meetings, and will continue to do so should the need arise.

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

Richmond ESD parents indicated that they wanted their students in school for in-class instruction (95%). Should our District be required to enter a whole-school distance situation, parents indicated that a streamlined process with simple directions for them to follow would be most helpful. In addition, parents indicated that frequent interaction with teachers, a set schedule, and opportunities for remediation and support would be valuable to them and their students. Finally, parents mentioned that activities that supported students with engagement and connection to their age-appropriate peers would help their students feel less isolated and more engaged with the school community. While

our community does not wish to return to whole-school Distance Learning, they indicated that they will do their best to support our District as we continue to provide the best opportunities for students given the possible future constraints of the COVID-19 pandemic.

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

As a result of parent input, teachers planned the 2020-2021 school year so that in-class and whole-school distance-learning structures would mirror each other as much as possible.

For example: If a student's class begins with students writing in their journals each at 8:15, the same will be required of the student should Richmond Elementary move to whole-school distance-learning at any time in the 2020-2021 school year.

The result of this planning is that, whether in-class or whole-school distance learning, the elements of the class would be the same.

Therefore, should we be required to move to Distance Learning at any point in the year, teachers and students' school routines would not change significantly.

Where this hasn't been possible (in lower grades, for example), teachers have planned to meet with parents one-on-one or in small groups to support them in distance learning settings. In addition, teachers coordinated on their classroom platforms so that parents who had more than one student would not have to learn multiple platforms, should distance learning be necessary.

Contingency plans for content and pacing have been developed, as well as Distance Learning participation requirements for attendance, in line with the new attendance requirements.

Teachers have also planned and coordinated engagement strategies and social-emotional wellness check-ins as part of their daily/ weekly plans. Teachers have also collaborated on the effectiveness of these new plans in their weekly staff collaboration.

Distance Learning Instructional minutes required are as follows (SB 98):

Kindergarten: 180 Minutes/ 3 hours

First, Second, and Third Grade: 230 Minutes/ 3.8 hours

Fourth, Fifth, Sixth, Seventh, Eighth Grade: 240 Minutes/ 4 hours

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.]

Richmond ESD will offer in-person, in-class instruction for the 2020-2021 school year.

Richmond ESD will also offer a Distance Learning option for any student who is uncomfortable with in-person, in-class instruction. While this distance-learning will not follow the same whole-school distance learning format, students who opt to enroll in distance learning while in-person, in-class is being offered, will follow instructional minute requirements listed above and will include daily live check-ins with teachers.

In order to offer in-person, in-class instruction, Richmond ESD will follow all of the California Health Department Guidelines (CHDG) to reopening, including having students in grade 3 and above wear cloth face coverings, increased sanitation, as well as cohort grouping in order to limit the spread of Covid-19 should our District experience an outbreak in our school.

To mitigate and address past or future learning loss, Richmond ESD will continue to provide students and teachers MAP testing three times a year. Student data on MAP testing will be used to plan school-wide and classroom-based supports for students with gaps in their knowledge as a result of past or future Distance Learning situations. This will allow Richmond Elementary to address, and mitigate, learning loss.

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

Description	Total Funds	Contributing
Increase cleaning and sanitation, which allows Richmond ESD to meet the California Department of Health Guidelines to Open and Stay open to in-person, in-class instruction.	\$10,000	Y

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.]

Richmond ESD teachers have organized their instructional year in a mirrored-planning format so that in-person, in-class instruction closely reflects whole-school distance learning plans, should whole-school distance learning be required.

This planning structure provides for the daily structure of school to be the same, regardless of the setting: in-person, in-class or distance learning.

Since the first day of school, teachers have been teaching their students what their day would look like, should we be required to resume Distance Learning, and have ensured that most of a student's day would remain unchanged.

Teachers have also planned for mini-video lessons, easy access and logins to curricular resources as well as daily teacher and instructional aide check-ins for support and intervention with students in the Distance Learning format. Additionally, teachers are following previous year's pacing, while maintaining flexibility based on students' daily needs.

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.]

According to our Survey #1, approximately 40% of Richmond parents indicated their child would need a Chrome device should Richmond ESD return to a Distance Learning setting. Chrome books will be checked out of the in-class Chrome cart set, through the main office. A few of our families would need additional support with connectivity, but could use wireless access from the school's parking lot until alternative at-home support could be arranged.

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 will assess student work on a daily and weekly basis, through daily synchronous as well as asynchronous means (mini instructional videos).

Students not engaging in daily Distance Learning activities, may receive a call home.

If students miss more than one day of Distance Learning, the teacher and/or instructional aide will call home and work with the parents and students on a Distance Learning plan.

Richmond ESD teachers have planned to divide Distance Learning attendance and participation into four sections each day, based on the time allocations required for each grade level under SB 98.

To receive full attendance, students will need to complete the activities in each section of the day.

If students miss their morning sessions, parents will be notified the same afternoon so that students can make up their attendance and participation by the end of the same day.

Grading will happen in Distance Learning the same as in in-person, in-class settings.

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.]

Teachers and support staff continue to communicate their Distance Learning needs and we continue to meet them. For example, Richmond ESD teachers requested additional staff development days and our Board of Trustees granted them that time. As needs arise, we will be adaptive as an organization to continue to meet the professional development and resource needs of our teachers so that they can support all of our students through these unprecedented times.

Staff Roles and Responsibilities

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

As a result of the Covid-19 pandemic, teachers have needed to become well versed in a variety of synchronous and asynchronous learning platforms in order to help their students and families navigate the various platforms. Our teachers have also needed to assume a much

stronger role in being aware of, and reacting to, the social-emotional needs of our students as well as the learning loss our students have experienced. Staff have also become adept at training our in-person, in-class students on virus health and safety.

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.]

Every student at Richmond ESD with unique needs is given individual support. At Richmond ESD, there are currently no English learners, foster students, or homeless students. For those students with exceptional needs, Richmond ESD is working with those students and families to support their learning in small cohort in-person, in-class sessions should Richmond ESD be required to move in to a Distance Learning format again. By planning ahead, Richmond ESD seeks to ensure none of our students lack access to a free and appropriate education.

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.]

Richmond ESD will use MAP testing, our local diagnostic and assessment, tool to understand student learning in various content areas. Teaching staff will look at whole-school as well as classroom-specific data so that interventions, and remediation, can be planned as necessary.

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.]

Richmond ESD may use a combination of whole-school interventions (adding additional time to one content area to address across-the-school learning loss) as well as grade-level interventions, with the support of our teachers and instructional aides. Richmond ESD will monitor the process of these interventions three times a year, at the end of each MAP testing.

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 effectiveness of Richmond ESD learning loss intervention and support will be measured using local assessment MAP testing, each trimester.

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

Description	Total Funds	Contributing
The district will continue to purchase MAP (Measures of Academic Performance) to show the needs of intervention and support as well as the growth of our students in the appropriate grade level standards. MAP testing will be administered in the fall, winter, and late spring.	\$3,500	Y

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.]

Richmond ESD currently has a school counselor available to students a half a day per week. Referrals to our on-site school counselor can be made on an ongoing basis. In addition, Richmond ESD teachers have received social-emotional wellness support videos and guides as well as teacher collaboration time to plan for addressing the multitude of needs our students may have this year. As teachers planned, student health and wellness has been at the forefront of their minds, as they continue to identify and support the social-emotional needs of students at our school.

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.]

While Richmond ESD does not currently have students who speak language other than English, we may have students who lack engagement should we be required to reenter a distance learning setting. Because we are currently open to in-class, in-person instruction this is currently not a concern. However, in order to mitigate the need to reengage pupils in Distance Learning, our plan is to reach out each day, right away, if students are in daily Distance Learning by early afternoon so that teachers and our instructional aides can support the

students with meeting daily Distance Learning engagement and attendance requirements. Should our staff be unable to reach a student and/or parent for more than a day, the principal will plan a student and parent virtual Student Success Team (SST) so that we can work together to support each student's needs.

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.]

Richmond ESD student receiving free and reduced lunch will be able to pick up their lunch each day at the local high school, as was the case during the Spring 2020 Distance Learning session.

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
0%	

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.]

Richmond ESD does not have any foster youth or English learners. Our low income students will continue to need monitoring and support. By establishing strong, in-class engagement, social-emotional support strategies, daily in-class intervention for students not engaged, as well as a data-monitoring system for all of our students, our socio-economically disadvantaged students will be supported in multiple ways. Should they need additional support, our success indicators (e.g. logging in a participating in all four quadrants in a distance learning setting) will indicate that. Those students not meeting our success indicators will receive immediate intervention and support. Should additional support become necessary, in a Distance Learning setting, Richmond ESD will begin to tier interventions to meet their needs (e.g. Students with greater need receive more intensive support).

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

[Provide description here]