



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
Romoland School District	Mr. Trevor J. Painton Superintendent	tpainton@romoland.net (951) 926-9244

General Information

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

The Romoland School District Pandemic Plan Leadership Team began to coordinate a plan of action on March 3, 2020, in response to COVID-19. The team began preparations for health and safety procedures, including the plan to purchase hygiene, cleaning, and sanitization supplies for all District schools and offices. Handwashing protocols were developed, signs posted at all schools in all classrooms and bathrooms, and teachers reviewed the importance of handwashing with students. Distance learning plans were prepared for both virtual and student work paper packet options. The district team of instructional coaches prepared the student work packets by grade level and based on unique student learning needs. The packets were printed and distributed weekly to ensure equitable access to all students. The packets were also posted on the District website. We surveyed families to determine technology device and internet connectivity needs. These actions were conducted on March 3-13, 2020. The last day schools were open was March 13, 2020.

Our advance planning and preparation led to the deployment of Chromebooks, hotspots, and student work paper packets within three days of school closure, March 16-18, 2020. The District has invested over multiple years in technology devices and wifi hotspots, which enabled us the ability to ensure that all families had access to a technology device and internet. Throughout the pendency of school closures, it was determined that great access was needed for students in grades TK - 2nd. Although our teaching staff has received professional development for blended learning teaching methods, digital tools, Google Classroom, and multiple online learning programs, it was determined that all certificated and classified staff needed more specific training to assist them in strategies to meet students' personalized needs, building positive classroom culture, addressing social-emotional learning, administering assessment, and online curriculum resources. Our staff needed additional professional development around providing individualized educational programs services virtually for students with unique needs.

The Romoland School District continued to implement proactive measures when it was determined that our schools would remain closed for the remainder of the 2019-20 school year. We began to form stakeholder committees to solicit input on the following topics: school reopening, instructional planning, safety, and budget. Our district also worked in collaboration with our collective bargaining units to ensure our staff needs were addressed and to solicit feedback on specific staffing related topics.

Our priority during school closures was not only to educate our students but also to nourish them. Our district provided meals daily (Monday-Friday) with distribution of breakfast and lunch for any child in the community, ages 0-18 years old. Meals were provided March 16-June 4, 2020. The initial meal distribution schedule offered two meal distribution times (a breakfast time and a lunch time) per weekday; after a few weeks, the schedule was condensed to one meal distribution time per weekday (two meals, breakfast and lunch, provided daily during the mealtime). All meals were prepared and distributed by the Romoland School District Nutrition Services staff. In addition to weekday meal service, weekend meals (for children ages 0-18) were added in May 2020 as an expanded meal service. Weekend meals were provided on Fridays. Additionally, the distribution of meals was also made available on Spring Break. Following the regular school year meal distribution, the summer meals program began on June 8, 2020.

Additionally, the District created a Community Resources webpage on the District website and it was linked to the homepage of all school websites. The website was updated continually as new community resources became available, including resources for food, shelter, childcare, and mental health support. Riverside County 2-1-1 hotline was advertised on the webpage and sent to parents/guardians multiple times via emails and robocalls.

In order to ensure that our foster students and students experiencing homelessness needs were met during school closures, the District School Engagement & Foster Youth Liaison contacted the families of identified foster and homeless students to inform them about the available district and community resources. In addition, to support for foster and homeless families, the Liaison collaborated with school counselors and district mental health therapists regarding outreach for any low-income and English learner families in need of community resources and support. She stayed current and in regular contact with local community agencies and the services that were available for families, including collaboration with Riverside County Office of Education regarding services and resources for our students who are homeless.

A virtual summer learning program was offered to all students to continue their learning beyond the school year. Students who chose to participate were engaged in the learning program from June 15th through July 10th, 2020. The program included daily online access to teachers, virtual check-ins, structured teacher office hours, and approximately one to two hours of flexible daily time to complete assignments.

Throughout spring and summer 2020 the District's School Opening and Instructional Planning, Safety, and Budget Committees prepared plans of action for Fall 2020 school opening plans. All committees included teacher representatives, classified staff representatives, site administrators, district administrators, the certificated union president, and the classified union president. Stakeholder input from parent/guardians and staff was sought throughout the process. The school opening plans included the development of three instructional models: Traditional, Hybrid, and Virtual. Parents/Guardians and teaching staff were given the opportunity to select their preferred instructional model for the 2020-21 school year. Prior to the start of the 2020-21 school year, Riverside County was placed on the California

"county watchlist" and thus, districts across Riverside County were unable to open for on-campus instruction. Thus, Romoland School District shifted to virtual learning for all students.

Stakeholder Engagement

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

The Romoland School District prides itself on its collaborative stakeholder engagement as part of developing an impactful and meaningful Learning Continuity and Attendance Plan for our community of learners. As part of our process, three stakeholder committees were formed to engage in meaningful discussions surrounding instructional models, safety for our students and staff, and ensuring fiscal solvency. Prior to school closures, we held two Local Control and Accountability Plan (LCAP) Steering Committee meetings and conducted student focus groups at each of our school sites. Additionally, a Thought Exchange survey was deployed to parent/guardian, community, and staff stakeholders in spring to solicit input about the District's LCAP. Recommendations were collected, carefully considered, and prioritized in order to ensure proper alignment with our identified goals and to provide guidance on when the implementation of recommendations would be most appropriate based on available funds and identified needs.

In April, our district formed three stakeholder committees to prepare plans of action in response to Spring 2020 COVID-19 school closures and Fall 2020 school opening plans. The committees included School Opening and Instructional Planning, Safety, and Budget. All committees included teacher representatives, classified staff representatives, site administrators, district administrators, certificated union president, and classified union president.

- The School Opening and Instructional Planning Committee met on 4/17/20, 5/11/20, 5/15/20, 6/1/20, 6/4/20, 6/12/20, and 6/15/20.
- The Budget Committee met on 6/5/20 and 6/10/20.
- The Safety Committee met on 5/7/20, 5/14/20, 5/22/20, 6/4/20, 6/11/20, 6/30/20, and 7/14/20.

Additionally, the labor unions were engaged in partnership with the district to review committee plans and recommendations, give input, and come to consensus on implementation.

- The Certificated Bargaining Team met on 4/22/20, 5/14/20, 6/8/20, 6/17/20, 6/24/20, 7/1/20, and 7/10/20.
- The Classified Bargaining Team met on 3/24/20, 4/20/20, 7/9/20, 8/7/20, and 8/10/20.

In May, 2020 district sent out a parent/guardian instructional model survey in English and Spanish. There were 1,307 parent/guardian responses.

In May, 2020 a staff instructional model survey was sent out. There were 273 responses from certificated and classified staff.

In July, 2020 an Instructional Model Selection Form was deployed to parents/guardians in English and Spanish. There were 2,638 form completions; 1,183 chose traditional model, 823 chose virtual model, 632 chose hybrid model, and 1,269 who did not select a model and were assigned traditional model.

The District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) met on 3/3/20, 5/19/20, and 8/26/20. Both DAC and DELAC included parents/guardians, including parents/guardians of English learner students, and staff members.

District Leadership meetings were held weekly during the closures to provide site and district administrators updates regarding school closures, committee work, and school reopening plans. Principals provided the information and solicited feedback from school site staff during site staff meetings held virtually every two weeks.

Weekly updates regarding school closures and school opening plans were deployed to parents/guardians in English and Spanish through District and school websites, social media, robocalls, texting, and emails.

The Learning Continuity and Attendance Plan was presented to the Board of Trustees during a regularly scheduled board meeting on 9/8/20. A public hearing of the Learning Continuity and Attendance Plan was conducted during that same meeting.

The Learning Continuity and Attendance Plan was approved by the Board of Trustees during the board meeting on 9/22/20.

Riverside County Office of Education (RCOE) reviewed the Plan and provided recommendations during October, 2020.

The Learning Continuity and Attendance Plan was revised per the RCOE recommendations and submitted to the Board of Trustees for approval on 11/10/20.

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

The Romoland School District encourages the public's participation in public hearings by posting a Google Form on the district's website. The form is located on the board agenda website page and can be submitted up to one hour prior to the start of the board meeting. All public comments are read into the record during the public comments section of the board meeting. The public may also submit a public comment in person at the district office during official business hours.

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

The School Opening and Instructional Planning Committee met on 4/17/20, 5/11/20, 5/15/20, 6/1/20, 6/4/20, 6/12/20, and 6/15/20 and engaged in discussions about three instructional models to offer for Fall 2020 school opening. The three instructional models included: traditional, hybrid, and virtual. The committee developed daily schedules for each model, professional development needs, online curriculum options, social-emotional learning, methods for addressing pupil learning loss, student devices, and student engagement. Feedback provided by stakeholder group:

- Provide a 4-week summer virtual learning program and offer it to all students in the district, Summer 2020

- Provide parents/guardians with choice of one of three offered models of instruction: virtual, hybrid, and traditional
- Provide teachers with choice of one of three offered models of instruction
- Increase of technology devices to ensure 1:1 student-device ratio
- Increase of wifi hotspots to ensure connectivity access
- Purchase of face masks, gloves, hand sanitizer, sanitizing spray, and sanitizing wipes
- Purchase of sanitizer spraying system for each school site

The Budget Committee met on 6/5/20 and 6/10/20 to review the difference between the Governor's May revise budget and the legislature's proposed budget. The committee engaged in discussions of the fiscal impact to the Romoland School District with each budget proposal including the proposed federal stimulus funds. Over the two meetings, the committee developed a list of possible budget items to consider in order to reduce the district's overall spending; the list was prioritized and finalized by the committee. The Committee also discussed the importance of certain COVID-related expenditures:

- Increase of technology devices to ensure 1:1 student-device ratio
- Increase of wifi hotspots to ensure connectivity access
- Purchase of face masks, gloves, hand sanitizer, sanitizing spray, and sanitizing wipes
- Purchase of sanitizer spraying system for each school site

The Safety Committee met on 5/7/20, 5/14/20, 5/22/20, 6/4/20, 6/11/20, 6/30/20, and 7/14/20. Safety committee was designed to develop a plan for the return of students and staff for the 2020-2021 school year. This included plans for staff return in the summer for preparations for the school year. This committee also provided guidance for the certificated and classified union associations and district leadership in the development of Memorandums of Understanding on how the opening of schools would impact the working conditions for our represented employees. The committee included employees with a variety of job classifications as well as union association leaders. Committee members took an active role in the initial development of the district safety plan. The committee identified procedures and materials that would be needed in order to open our facilities for staff and students. Specific committee members have become key leaders in areas such as custodial or health services, in the development of disinfecting procedures, or setting up of isolation rooms at the school sites.

Feedback provided by stakeholder group:

- Purchase of face masks, gloves, hand sanitizer, sanitizing spray, and sanitizing wipes
- Purchase of sanitizer spraying system for each school site
- Safety signage at all schools and district facilities
- Safety training for all staff, students, and families

Additionally, the bargaining units, Romoland Teachers Association and Romoland California School Employees Association, were engaged in partnership with the district to review committee plans and recommendations, give input, and come to consensus on implementation with consideration of impact on employees. Memorandums of Understanding for 2020-21 COVID-19 were developed and approved by the bargaining units and the school board.

Feedback provided by stakeholder group:

- Provide parents/guardians with choice of one of three offered models of instruction: virtual, hybrid, and traditional

- Provide teachers with choice of one of three offered models of instruction
- Increase of technology devices to ensure 1:1 student-device ratio
- Increase of wifi hotspots to ensure connectivity access
- Provide a 4-hour professional development to all teachers for Virtual Teaching and Learning training
- Use of Google LittleSis and Clever Diagnostics for teachers and site administrators to monitor student engagement
- Purchase of face masks, gloves, hand sanitizer, sanitizing spray, and sanitizing wipes
- Purchase of sanitizer spraying system for each school site

In May, 2020 the District sent out a parent/guardian instructional model survey. The survey provided a description of each instructional model that would be made available to students in the 2020-21 school year, and parents/guardians gave input regarding their interest in possible instructional models and schedules for the 2020-21 school year. The survey data collected informed the developed of the three instructional models and associated schedules. There were 1,307 parent/guardian responses. 46.1% of parent/guardians indicated traditional model was their preference. 34.7% indicated hybrid model as their preference. 17.1% indicated distance learning model as their preference. 2.1% indicated other.

Feedback provided by stakeholder group:

- Provide parents/guardians with choice of one of three offered models of instruction: virtual, hybrid, and traditional

In July, 2020 the District sent out a preferred instructional model option form to parents/guardians. Parents/Guardians made their instructional model selection for their students. The selection data informed staffing and program considerations for the three instructional models: traditional, hybrid, and virtual. In July, 2020 an Instructional Model Selection Form was deployed to parents/guardians in English and Spanish. There were 2,638 form completions; 1,183 chose traditional model, 823 chose virtual model, 632 chose hybrid model, and 1,269 who did not select a model and were assigned traditional model.

Feedback provided by stakeholder group:

- Provide parents/guardians with choice of one of three offered models of instruction: virtual, hybrid, and traditional

The District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC), which includes parent/guardian members, met on 3/3/20, 5/19/20, and 8/20/20. The committee discussed COVID-19 school closures, English learner state assessment updates, gave input on the school reopening plans, and provided input on the draft Learning Continuity and Attendance Plan.

Feedback provided by stakeholder group:

- Addition of virtual tutoring service for students to address learning loss and provide ongoing instructional support
- Addition of CareSolace mental health referral service

The following actions and items were a result of stakeholder input:

The School Opening and Instructional Planning Committee:

- Provide a 4-week summer virtual learning program and offer it to all students in the district, Summer 2020
- Provide parents/guardians with choice of one of three offered models of instruction: virtual, hybrid, and traditional
- Provide teachers with choice of one of three offered models of instruction
- Increase of technology devices to ensure 1:1 student-device ratio
- Increase of wifi hotspots to ensure connectivity access
- Purchase of face masks, gloves, hand sanitizer, sanitizing spray, and sanitizing wipes
- Purchase of sanitizer spraying system for each school site

The Budget Committee:

- Increase of technology devices to ensure 1:1 student-device ratio
- Increase of wifi hotspots to ensure connectivity access
- Purchase of face masks, gloves, hand sanitizer, sanitizing spray, and sanitizing wipes
- Purchase of sanitizer spraying system for each school site

The Safety Committee:

- Purchase of face masks, gloves, hand sanitizer, sanitizing spray, and sanitizing wipes
- Purchase of sanitizer spraying system for each school site
- Safety signage at all schools and district facilities
- Safety training for all staff, students, and families

Romoland Teachers Association and Romoland California School Employees Association:

- Provide parents/guardians with choice of one of three offered models of instruction: virtual, hybrid, and traditional
- Provide teachers with choice of one of three offered models of instruction
- Increase of technology devices to ensure 1:1 student-device ratio
- Increase of wifi hotspots to ensure connectivity access
- Provide a 4-hour professional development to all teachers for Virtual Teaching and Learning training
- Use of Google LittleSis and Clever Diagnostics for teachers and site administrators to monitor student engagement
- Purchase of face masks, gloves, hand sanitizer, sanitizing spray, and sanitizing wipes
- Purchase of sanitizer spraying system for each school site

Parent/guardian instructional model survey:

- Provide parents/guardians with choice of one of three offered models of instruction: virtual, hybrid, and traditional

Parent/guardian preferred instructional model option form:

- Provide parents/guardians with choice of one of three offered models of instruction: virtual, hybrid, and traditional

The District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC):

- Addition of virtual tutoring service for students to address learning loss and provide ongoing instructional support
- Addition of CareSolace mental health referral service

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.]

The Romoland School District is committed to offering in-person instruction to include traditional and hybrid (on-campus days) instructional models. The decision to open campuses is made in close collaboration with local and health officials and community stakeholders, including families, staff, and labor partners.

- A traditional model will consist of in-person, on-campus instruction five (5) days a week on a full-day schedule (modified schedule on Wednesdays). There will be a regular class size with classrooms set up for physical distancing with desks spaced out to the maximum extent possible and arranged in a way that minimizes face-to-face contact. Students enrolled in the traditional model will have access to our extended learning programs.
- A hybrid model will combine on-campus instruction and personalized virtual learning at home. In the hybrid model, students will attend in-person, on-campus instruction two days a week on a modified day schedule. The modified day for the hybrid model will include an on-campus schedule with a different start and end time than the traditional schedule; this will provide schoolwide staggered start and release times. Class sizes will be smaller for on-campus days because half of the class will attend each day with classrooms set-up for physical distancing with desks spaced out to the maximum extent possible and arranged in a way that minimizes face-to-face contact. There will be virtual learning three days a week. On virtual learning days, students will engage in asynchronous and synchronous learning via our learning management system, Google Classroom.

All students will be administered periodic diagnostic, formative, and summative assessments. In order to inform instruction, gauge student learning, and address student learning loss, there will continue to be a systematic cycle of assessments. For data to lead to meaningful change in student outcomes, teachers and administrators have designated collaboration time to analyze data, identify shifts in instruction to meet students' needs, implement intervention strategies, and prepare assessments.

Teachers, in collaboration with with administrative staff, will analyze student assessment data on a consistent basis to identify any students experiencing significant learning loss. If a student is identified as experiencing significant learning loss, the teacher will determine a remediation plan which may include small group instruction, providing the student with personalized instructional tools, and consistent communication with the students' family about the student's progress towards grade-level standards mastery. The teacher with administrative staff will monitor the student's progress towards meeting grade-level standards and modified the student's personalized instruction as needed.

To support the social and emotional need of students, each school has one full-time school counselor and the District has two full-time school-based mental health therapists available to support students at the five schools. The school counselors provide whole-group class lessons, small group interventions, and one-one-one support as needed. The school-based mental health therapists provide one-on-one intervention for students referred for services. The Early Childhood Education program contracts with a school-based mental health therapist to support preschool students and their families. In addition, CareSolace services have been added to connect families with mental health specialists and physicians when needed.

The health and safety of students and staff is the top priority when making the decision to physically open school campuses for use by students, staff, and others. In an effort to keep students, staff, and our community safe we have put health and safety protocols in place at every school site for in-person instruction. Each school site will minimize access to campus by limiting nonessential visitors, facility use permits, and volunteers. In order for students to enter the campus, students in grades 3-8 must wear a mask (recommended for grades PK-2) and engage in a symptom screening prior to entering the campus.

Our staff must wear a mask in order to enter the campus and must complete a self-screening process which includes screening questions and a temperature check prior to reporting to work daily. Both students and staff will wash and sanitize their hands at the start of the school day and throughout the school day. Staff and students exhibiting symptoms will be excluded and not able to return to school until they have met the criteria to discontinue home isolation.

Physical distancing around campus will be maximized to the greatest extent possible in all common areas and classrooms. Each school site will develop and adopt a daily disinfecting schedule to disinfect surfaces between uses by different students or staff and high-touch surfaces. All staff will be provided with training depending upon their individual job classifications and responsibilities.

Each school site and the District Office will identify a liaison to respond to questions related to COVID-19. The Romoland School District has adopted a notification protocol, in accordance with the California Department of Public Health guidance, for when a student, staff member, or a member of their household tests positive for COVID-19 and has exposed others at school.

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

Description	Total Funds	Contributing
Provide appropriate support to maintain cleanliness of facilities to include increased custodial support, deep cleaning supplies, sanitizing spray system, sanitizing wipes, and hand sanitizer for all district facilities.	282,136.00	No
Purchase of personal protective equipment to include plexiglass dividers for public office reception areas, student dividers, and personal equipment.	40,874.00	No
Refine and implement California State Standards aligned Units of Study and Benchmark exams for English language arts and mathematics. The English language arts and mathematics Units of Study will continue to be revised. Textbooks, consumables, and Illuminate DnA will be purchased.	191,385.00	No
The Next Generation Science standards implementation will be continued to include materials, professional development, and two TOSA's salaries. Science units will be converted to digital platforms.	343,621.00	No
Implementation of iReady, DIBELS, and ESGI assessments for literacy and numeracy diagnostic, formative, and summative assessment.	134,461.00	No
Two instructional coaches (Math and ELA) to support teacher professional learning and implementation of Math and ELA standards.	280,244.00	No
OMS System for organizing and monitoring professional learning opportunities	1,200.00	No
School-based initiatives: The Leader in Me or AVID	75,000	Yes

Description	Total Funds	Contributing
Middle school AVID program, including AVID Excel for English Learners	150,000.00	Yes
Middle school elective program and 7-period day guaranteeing all students have access to an elective	50,000.00	Yes
COVID-19 Monitoring System program and personnel	23,000.00	No
COVID-19 staff testing program	600,000.00	No
Instructional materials increase to limit student sharing of materials for safety purposes	100,000.00	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.]

The Romoland School District will provide all students attending school virtually with a rigorous instructional program equal to that of in-person instruction. A virtual model will provide instruction, personalized learning assignments, and support in an online format five days a week on a full schedule with a modified schedule on Wednesdays. Students will receive at least the minimum amount of daily instructional minutes (three hours per day for kindergarten, three hours and fifty minutes for first through third-grade students, and four hours for fourth through eighth-grade students) that can be met by a combination of teacher instruction and "time value" of work assigned. Teachers will provide daily live virtual instruction in the whole group and small group formats. Teachers will also provide virtual "office hours" and be available for a student and/or family via telephonic or electronic communication. Student attendance and participation in virtual learning will be monitored daily. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents/guardians.

Students will engage daily in lessons, classwork, assignments, and assessments in order for them to achieve state grade-level standards. Students will be provided with "accommodations necessary" to serve students with special needs in accordance with the student's individualized education plan to ensure that individualized education program can be executed in a distance learning environment.

Assessment:

iReady Reading Diagnostic Assessments, grades K-8
iReady Math Diagnostic Assessments, grades K-8
ESGI Literacy Assessments, grades TK-K
ESGI Numeracy Assessments, grades TK-K
ELA Culminating Task Assessments, grades K-8
Math Culminating Task Assessments, grades 3-8
ELA Units of Study Common Formative Assessments, grades K-8
Math Units of Study Common Formative Assessments, grades K-8

Curriculum:

Units of Study ELA, grades TK-8
Units of Study Math, grades TK-8
Houghton Mifflin Harcourt Splash ELA, grade TK
McGraw-Hill Wonders ELA & ELD, grades K-5
McGraw-Hill StudySync ELA & ELD, grades 6-8
Houghton Mifflin Harcourt GoMath, grades K-5
Big Ideas Learning Math, grades 6-8
Pearson Algebra 1, grade 8 (Algebra)
Houghton Mifflin Social Studies, grades K-5
Holt, Rinehart & Winston Social Studies, grades 6-8
NGSS Units of Study, grades K-8
NewsELA, grades 3-8
iReady Tutorials, grades K-8
Vista Higher Learning Spanish, grades 6-8 (Spanish)
UNIQUE ELA (RISE program classes, grades TK-8)
UNIQUE Math (RISE program classes, grades TK-8)
Attainment Math (RISE program classes, grades TK-8)
Nearpod, grades TK-8

Learning Platform:

Google Classroom

All families were invited to complete an instructional model preference survey prior to the start of the school year. Students will be rostered with teachers instructing the families' preferred instructional model in accordance with the instructional model survey completed by the family

prior to the start of the school year. This will allow for ease of transition for both students and teachers when transitions between in-person and distance learning occur.

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 Romoland School District has a classroom technology standard in place to provide 1:1 student devices for all 3rd-8th grade students and 2:1 devices for K-2nd grade students. TK classrooms are provided with 10 tablet devices. For the anticipated distance learning needs of 2020-21, we purchased additional devices to supplement our classroom standard and bring TK-2nd grade up to a 1:1 student device ratio. Thus, all students have access to checking out a district-issued Chromebook for use in the traditional, hybrid, or virtual learning model.

According to a recent district survey, we identified that approximately 10% of our students do not have access to wireless internet in the home. We allow students with take-home devices to checkout a Sprint hotspot if in-home Internet access is not available. Hotspots are acquired through a partnership with the federal ConnectEd program. Families who take home a hotspot are required to complete a request form to affirm that the hotspot will only be used for instructional use by the student. The district will connect telephonically with families that do not have wifi and live in areas in which hotspots do not have connectivity.

The District School Engagement and Foster Youth Liaison will continue to reach out to foster care and homeless youth to ensure access to technology and connectivity during virtual learning.

There is a process in place to provide repairs and technical assistance for all student devices with two technicians monitoring a tech-support hotline phone number. Also, a helpdesk system is utilized to track issues and log repairs. Documenting these steps helps the information technology staff to expedite service and identify patterns that may indicate larger issues, such as widespread issues within a specific device model. Automated, timely, and meaningful service ticket reports can be generated from the helpdesk system. An outside vendor is also under contract to support Chromebook repairs in response to an increased volume of use and repair needs.

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 utilize the district's learning management system, Google Classroom, in conjunction with Nearpod and district approved online curriculum platforms to administer formative assessments and unit assessments during synchronous instructional minutes.

The district's learning management system, Google Classroom, will track students' weekly engagement, including synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation and tracking assignments. Student's weekly engagement will be monitored by teachers with use of the Google LittleSIS data manager reports for Google Classroom, Clever Analytics reports, and Aeries student information system. Site administrators will monitor student engagement reports for each classroom with use of Google LittleSIS, Clever Analytics, and Aeries reports.

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.]

All certificated and classified staff that work with students in an instructional capacity participate in the Romoland Virtual Learning webinar series via Google Classroom, which is approximately four hours in length. The training consists of five modules that cover the following topics: creating a positive online culture, meaningful learning experiences with structure and routine, design thinking, inclusive online student spaces, and administering assessments. The training is self-paced, and teachers complete culminating tasks they can use in their own virtual classrooms. The five-hour digital platform training utilizes screencast videos; this allows staff to reference the training as an ongoing resource.

In July, 2020 staff were invited to participate in another self-paced professional learning experience via a Virtual Learning Choice Board that is posted on the District website. The choice board includes five virtual learning topics: “start-up”, Google Classroom, lesson packaging to meet students’ needs, tech tools, and EduProtocols for primary grade instruction. Each category contains four videos or hyperlinks that provide staff with quick, on-demand professional development based on their personalized professional learning needs.

The District recently purchased Nearpod to enhance student engagement in virtual learning and provide teachers with more virtual instructional resources. All teachers received communication about a live webinar opportunity they could attend prior to a formal virtual training, which was offered on July 29, 2020. Additionally, each school site sent two staff members to a trainer-of-trainers professional development session in late August, 2020. The Nearpod trainer at each school site will then provide formal staff training of Nearpod in September, 2020.

All professional development will be infused and disseminated throughout the 2020-21 school year via Google classrooms. The themes for these Google Classrooms are as follows: digital learning platform, English Language Arts and English Language Development, Math, and Science. These virtual training classrooms will be accessible from the district website. Both certified and classified staff will be able to self-select the training to meet their personal professional learning needs. These Google classrooms will be monitored and maintained by our two instructional coaches and two teachers on special assignment with contributing content editors.

There is a process in place to provide repairs and technical assistance for all staff devices. A helpdesk system is utilized to track issues and log repairs. Documenting these steps helps the information technology staff to expedite service and identify patterns that may indicate larger issues, such as widespread issue within a specific device model. Automated, timely, and meaningful service ticket reports can be generated from the helpdesk system. An outside vendor is also under contract to support Chromebook repairs in response to an increased volume of use and repair needs.

Staff Roles and Responsibilities

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

- Teachers moved to virtual instruction to start the school year, but have been assigned to one of three instructional models in order to make the eventual transition to in person instruction more efficient.
- Teachers at middle school often needed to adjust their teaching assignments due to the need to staff the three instructional models. This is primarily seen in single subject credentialed staff working in more elective areas and with teachers in possession of a multiple subject credential using that credential instead of the single subject.
- Some classified staff are working outside their traditional duties in order to assist with student outreach regarding attendance and engagement.
- Classified staff are also increasing their student outreach efforts in the area of instructional support. This is primarily seen with instructional aides supporting classroom instruction in the virtual model.

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 Romoland School District is committed to offering distance learning instruction to include virtual and hybrid (virtual days) instructional models to all students. Supports will be provided during distance learning to assist students with unique needs, including English learners, students with exceptional needs served across the full continuum of placements, foster youth, and students who are experiencing homelessness. Students with unique needs are fully integrated into every aspect of preparation and participation to ensure their academic and social emotional needs are addressed. Significant consideration is taken into place when decision making is occurring to provide solutions that benefit all students, staff, and families in the hybrid and virtual models.

Students with unique needs who engage in virtual or hybrid learning models will receive rigorous standards-based instruction based on the District's current Units of Study. The District's Units of Study are designed based on current grade-level standards that utilize the district adopted curriculum, outline instruction required within the unit in order for students to master grade-level standards, provide guidance on differentiating instruction, and assessments to guide the learning process. Teachers can differentiate and personalize slide decks in Google Classrooms for students with unique needs. Personalized slide decks may contain lessons and content specific to the student's individual learning and language needs. English learner students will receive both Designated and Integrated English Language Development (ELD) lessons daily, including assessment of language proficiency, support to access curriculum, and support to continue progress toward reclassification as fully English proficient.

Special Education teachers will co-author and co-teach with general education teachers in their Google Classroom during distance learning to provide students with unique needs services equitable access in the least restrictive environment. Special Education teachers will also author and utilize a Google Classroom platform of their own, as the learning management system for providing students with unique needs direct support and services as related to their current IEP services. Special Education teachers and related services case carriers will post videos, assignments, and personalized feedback in Google Classrooms in alignment with students with unique needs personalized learning

goals as well as provide daily live interaction. In the both the virtual and hybrid learning models students with unique needs will participate in synchronous and asynchronous online learning experiences. A synchronous learning experience will include real-time instruction, daily interaction with their teacher, small group instruction for a specific subject area, and one-on-one assistance as noted in their IEP. Communication in the form of video conferencing, live-streamed videos, and live chat in addition to additional asynchronous learning experience allows students the flexibility to learn at their own time and pace by providing screencast videos, blog posts with comments, and completing ongoing assignments. Special education teacher office hours will also be accessible to students with unique needs and their parents/guardians who might be in need of additional support. Students with unique needs that require access alternative life skills curriculum in the Romoland Intensive Specialized Education (RISE) programs, in addition to participating in a Google Classroom facilitated by their Special Education teacher, will have access to the UNIQUE Learning System, Attainment Math, and SANDI online for ELA and Math instruction.

To ensure students with disabilities who require special education programs are included in all offerings of instructional program models (traditional, hybrid, virtual) the Individualized Education Program (IEP) process will be used to customize educational opportunities and provide support when a student with disabilities is working in a virtual model. Distance learning and emergency response plans will be integrated into each students' IEP to ensure full participation and support in distance learning. Partnerships between all IEP team members, including close partnerships with parents/guardians, to jointly determine what is working for each student in the traditional and/or virtual models as well as accommodations and modality of learning, allows the greatest access. Addressing services is essential and will occur through holding virtual IEP meetings during distance learning. Engaging and reaching out often and with multiple communication methods is critical to ensure connectedness and support, particularly for families who may be in crisis. Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student's unique needs and circumstances in either the traditional or virtual model, is critical to ensuring equitable access and offering a Free and Appropriate Public Education (FAPE) for students with disabilities.

Monitoring of the Romoland School District Academic Multi-tiered System of Support (MTSS) implementation at each school will ensure that staff are not over identifying specific student groups for possible special education services due to school closures. Instructional staff will provide evidence-based instructional practices and evidence of multiple measures of assessment applied before referrals are presented for assessment for potential qualification of special educational services and programs.

Currently, foster care and homeless youth are immediately enrolled in school even if all typically required school records or immunizations are not available; this will continue to be the practice during distance learning in the Romoland School District. The Romoland School District will continue to provide referrals to community resources for foster care and homeless youth. In addition to community resources, the Romoland School District School Engagement/Foster Care Liaison will identify and communicate on a regular basis with the parents/guardians of foster care students and homeless youth, provide support on an individual basis to ensure equitable access to learning and technology, provide access to school supplies, and provide access to hygiene supplies, such as hand sanitizer and face masks. The School Engagement/Foster Care Liaison will provide direction and information on community resources to parents/guardians to support with meeting any mental health or social emotional needs for foster care and homeless youth throughout distance learning. Continued online counseling (guidance/ behavioral/mental health) and mentoring support from the Liaison, School Counselors, and/or Mental Health Specialist via teletherapy will be provided, as needed, for support with any social-emotional and behavioral issues as identified for foster care and homeless youth.

Students in need of academic support will be provided small group or one-on-one instruction via Google Meet. All teachers will offer office hours for students to receive extra support and ask questions of the teacher. Additionally, all students will have access to online tutoring support outside the instructional day.

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

Description	Total Funds	Contributing
The purchase of additional Chromebooks to increase our current 2:1 chromebook ratio for students in grades K-2 to a 1:1 ratio. Purchase of additional wifi hotspots to ensure internet connectivity for students. The district will also purchase additional bar code scanners to expedite the checkout process of Chromebooks, hotspots, and student materials.	364,613.00	Yes
Supplemental online curriculum licenses will be purchased to enhance virtual instructional to include BrainPOP, Lazel Inc, Screencastify, Renaissance Learning, Newsela, and Nearpod.	135,111.00	Yes
Pupil academic progress and engagement records will be tracked in LittleSIS a product of Amplified IT and Clever Analytics.	0	Yes
High-quality professional learning opportunities aligned to California State Standards in English language arts, math, social studies, science, educational technology, and virtual learning will be provided to all staff.	100,000.00	Yes
PushPlay standards-based elementary physical education video lesson license for each elementary school site.	4,500.00	Yes
Digital library book licenses	10,000.00	No
Increase service contract for Chromebook repairs to improve repair time	75,000.00	Yes

Description	Total Funds	Contributing
Document cameras	52,000.00	Yes
Instructional materials for providing special education services in virtual environment	30,000	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 Romoland School District recognizes that some students may have experienced learning loss during the 2019-20 school year due to school closures and distance learning offerings in Spring, 2020. The District is committed to identifying students experiencing learning gaps through assessment and addressing them through the District's Academic Multi-tiered System of Support (MTSS).

Our instructional staff understands the role assessment plays in designing a student's personalized roadmap for instruction. All students will be administered diagnostic assessments consistently throughout the school year to determine current learning gaps in the areas of early literacy, English language arts, English language development, and mathematics. Instructional and administrative staff will review and analyze results to develop instructional action plans for students to receive specific instruction supporting their learning growth toward mastery of grade-level standards.

During instruction, teachers will administer formative assessments to determine if students are mastering skills, concepts, and standards. This type of assessment provides the teacher with the ability to gauge learning in real-time and make lesson modifications to best meet student needs. The teacher will then determine if any instruction needs to be revisited via small group or one-on-one instructional time.

Assessment:

- ELA--iReady Reading Diagnostic Assessments, grades K-8, 3 times per year (once per trimester)
- ELD--iReady Reading Diagnostic Assessments, grades K-8, 3 times per year (once per trimester)
- Math--iReady Math Diagnostic Assessments, grades K-8, 3 times per year (once per trimester)
- ELA--ESGI Literacy Assessments, grades TK-K, 5 times per year
- ELD--ESGI Literacy Assessments, grades TK-K, 5 times per year
- Math--ESGI Numeracy Assessments, grades TK-K, 5 times per year

ELA/ELD--Culminating Task Assessments, grades K-8, 3 times per year (once per trimester)

Math--Culminating Task Assessments, grades 3-8, 3 times per year (once per trimester)

ELA/ELD--Units of Study Common Formative Assessments, grades K-8, 2-4 times per instructional unit (12-24 times per year)

Math--Units of Study Common Formative Assessments, grades K-8, 2-4 times per instructional unit (12-24 times per year)

Our instructional staff is well-versed in creating and enacting instructional plans to meet students' unique learning needs. These plans take shape as personalized student goal setting, data chats between the teacher and the student, the use of success criteria, flexible small group instruction, one-on-one instruction, and personalized instructional materials. Teachers and students work as partners in the student's learning to ensure the student has clarity on his or her present learning levels and the steps necessary to achieve grade-level standards mastery. Students who are identified with learning gaps receive small group instruction and/or one-on-one support on a consistent basis to address their identified areas of need. All students also have access to a virtual tutoring program.

The District will work in partnership with administrative and instructional staff to ensure the district's Academic MTSS is referenced frequently when decisions are being made to address a student's identified learning loss. The District's Academic MTSS contains three fluid tiers to address any students' personal learning needs. Tier one is provided to all students and ensures they have access to quality instruction of grade level core curriculum, differentiated instruction within their classrooms, and iReady online tutorials. It addresses the importance of consistent assessments and assures that all students will be administered diagnostic, formative, and summative assessments. The District provides time weekly and monthly for instructional and administrative staff to engage in professional learning communities to analyze assessment data and identify students in need of targeted tier two interventions. Tier two interventions are provided to students identified based on assessment results. The interventions that are determined to be most effective in ensuring a student experiences mastery of standards in an efficient manner are provided in a small group or one-on-one setting by the classroom teacher. Instructional assistants may also provide students with some small group or one-on-one instructional support. The teacher monitors the student's progress to determine if the student is making adequate growth with the intervention being implemented. If it is determined that the student is making adequate progress the intervention is continued until the student demonstrates mastery. If it is determined that the student is not making adequate progress with the intervention, the intervention is adjusted, and the teacher continues to monitor progress. If the student continues to show little to no progress toward standards mastery, the teacher will proceed with tier three interventions based on progress monitoring and assessment data. During tier three, students may be identified and referred to a Student Success Team (SST) to determine additional and/or more intensive interventions. The teacher will implement the more intensive interventions and monitor the student's progress. The SST will meet periodically to review progress monitoring data and determine if the intensive interventions are effective in addressing the student's identified learning gap(s). If the team determines the student is not making adequate growth, the team may consider possible assessment to determine eligibility for special education services.

District and school site staff recognize the school-family partnership is essential to improving student learning outcomes. Therefore instructional and administrative staff are expected to maintain consistent communication with families regarding their students' progress towards meeting and achieving grade-level standards. If a student is identified with a learning gap, the staff will communicate the identified gap to the family and determine a plan together for addressing the learning gap. Parents/guardians will be invited to participate in conferences with the teacher as well as SST meetings.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The District is committed to identifying students with learning gaps through early assessment in the 2020-2021 school year. Teachers will analyze assessment results and determine instructional plans to address areas of pupil learning loss. Teachers are well rehearsed in the utilization of the District's Academic MTSS, which includes support for pupils who are English learners (EL), socio-economically disadvantaged (SED), students with disabilities (SWD), foster youth, and homeless youth. All actions and strategies will be based on a student's personalized learning needs per diagnostic assessments to gauge a student's placement on a learning continuum towards grade-level mastery, as well as teacher evaluation of student performance.

All teachers form small groups based on learning needs and/or skills and utilize grade-level standards to guide their instruction to recoup learning loss. Each school site receives federal categorical funds and has developed a site-specific plan to meet the needs of their students. The plans were developed after a program evaluation and reflection which included attention to current resource inequities or underperforming student groups.

All school plans address identified resource inequities identified at each school site. District and site monitoring will ensure that staff are not over identifying specific students groups (EL, SED, SWD, Foster, Homeless) due to school closures, without evidence based practices by implemented, supported, and modified instruction as needed in the traditional or virtual models. They should also provide evidence of multiple measures attempted before referrals are presented for assessment for qualification of special educational services and programs in alignment with the Romoland School District Academic MTSS. Partnerships between teachers and parents/guardians occur to jointly determine and what is effective for pupils who are EL, SED, SWD, foster youth, and/or homeless youth in virtual models, as well as what accommodations and modalities of learning allow a student the greatest access and success with learning.

All EL, SED, SWD, Foster, Homeless students additionally have access to virtual tutoring services.

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 the services or supports provided to address pupil learning loss will be measured by weekly/monthly teacher and site administrator collaborative Professional Learning Community (PLC) meetings to analyze student data and strategies of support (ie. growth monitoring data in iReady), administrative "walk-throughs" of virtual classrooms to provide coaching support and feedback to teachers via DigiCoach, and teacher evaluations. In addition, continued progress monitoring (trimester progress reports, trimester report cards, parent/teacher conferences, and annual and triennial IEP meetings held virtually), monitoring of student daily attendance, and social emotional progress monitoring will occur throughout distance learning. Relevant staff will be trained in data entry, data collection, and data analysis to ensure that student data is recorded and can be analyzed to illuminate any learning gaps in access, opportunity, and achievement. Communication will occur frequently about the purpose of collecting such data as well as data trends.

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

Description	Total Funds	Contributing
Online tutoring services	95,000.00	Yes
Staff duties reconfigured to connect with students and families that are not engaging in online instruction.	0	Yes
Small group instruction, one-on-one instruction, and teacher office hours will be provided to support students who are achieving below grade level.	0	Yes
All elementary teachers provided with regular professional learning community collaboration time to analyze student data and develop plans to address pupil learning loss.	394,061.00	Yes
School Engagement/Foster Youth Liaison	94,563.00	Yes
Foster student and family outreach, services, and supplies	3,000.00	Yes
Homeless student and family outreach, services, and supplies	5,000.00	Yes
Immigrant students and family outreach, services, and supplies	4,800.00	Yes
Chronic absentee student and family outreach, services, and supplies	5,000.00	Yes
After school and Saturday extended learning sessions	60,000.00	Yes
Special Education Instructional Assistant professional development	5,000.00	Yes

Description	Total Funds	Contributing
4-week Virtual Summer Learning Program offered to students in all grades, Summer 2020	75,000.00	Yes
Special Education department professional development	6,000.00	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 Romoland School District has implemented a Social-Emotional-Behavioral Multi-tiered System of Support (MTSS) over the past few years. Thus, the District has invested in a full-time school counselor at each elementary school site, two full time school counselors at the middle school, and added the services of two full-time school based mental health therapists that support students at all elementary and middle school sites. When a student requires more intensive mental health support and services than can be provided in the school setting, outside referrals for students and families are made to Victor Community Support Services and other local mental health agencies. The following mental health and social/emotional well being supports are being implemented in 2020-21:

- School mental health professionals will survey staff throughout the school year to continually assess student needs and identify the support and resources staff need in support of students.
- School counselors and therapists will provide training to staff on how to identify the difference between normal levels of stress, chronic stress, trauma, PTSD, anxiety, and other affective issues.
- School counselors and therapists will prepare and share messages to students and families addressing mental health topics.
- The Romoland School District will continue to provide mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
- School counselors will teach lessons across all classrooms and grade levels monthly.
- School counselors will provide students and teachers with Google classrooms and resources for social-emotional learning.
- Counseling and teaching staff may conduct whole group and small group restorative circles virtually to facilitate student expression and impact.
- School counselors and therapists will work with District staff and the District Mental Health Committee to determine the best methods for administering mental health screening tools and responding to student needs.

- Based on the screener results and the Romoland School District mental health referral process, school based mental health services will be provided via telehealth during distance learning.
- All site counselors, mental health staff, school psychologists, and administrators are trained in risk assessment protocols for suicide prevention.
- A new service has been added for this year, CareSolace. CareSolace is an agency for making outside referrals and getting our students and their families connected in a timely manner with therapists, specialists, and doctors for mental health services beyond the realm of school-based services.

The Benefits staff in the Business Department in cooperation with the Human Resources Department and with an understanding of collaborative communication between departments, are notified when an employee expresses a need for support with stress, secondary trauma, compassion fatigue, or any related mental issue in association with COVID-19 in order to provide timely outreach and support for the employee. Employees with benefits have access to mental health services through their medical plan. Employees without medical benefits have the Anthem Blue Cross Employee Assistance Program which provides five free visits per issue per year. These benefits and resources are communicated to staff regularly.

Staff are provided with access to multiple resources:

- REEP Wellness Program
- Anthem Employee Assistance Program with 5 free mental health visits per incident for benefit eligible and non-benefit eligible employees and members of their household
- Anthem EAP Onsite Crisis Counseling is available
- Anthem Mental Health/Substance Abuse provided thru all Anthem plans
- Kaiser Mental Health/Substance Abuse provided thru all Kaiser plans
- Kaiser Members additionally have access to services provided thru Mental Health Network (MHN)
- Keenan Webinars on COVID related topics: Preparing K12 Staff for the Reopening of Schools; COVID-19: Helping Parents and Children Prepare for K-12 Fall Semester
- Kaiser Webinars: The Science of COVID
- Omada Wellness Programs for Anthem and Kaiser Members
- Quarterly Wellness Connection Newsletters with applicable topics
- BenefitBridge Open Enrollment and Resource Library

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.]

TIER 1 Strategic actions for student and family engagement and outreach:

Establishment of a District Student Engagement Team (Director of Pupil Services, Director of Educational Services, Chief Technology Officer, Assistant Principal)

- Provide guidance for School Student Engagement Teams
- Develop systems and procedures for monitoring student engagement and re-engagement data
- Develop methods and procedures for student engagement and re-engagement strategic actions

Initial outreach to families to reconcile attendance in early weeks of school year with virtual learning:

- Daily student account documentation across each classroom, school, and district
- Take daily student attendance in Aeries.
- Teachers make initial contact communication with family.
- If still consistently absent within first 10 days of school, Attendance Clerk and Assistant Principal call
- Home visits
- Mass-communication system messages (emails, phone calls, robo calls, text messages, websites, social media)

Establishment of a School Student Engagement Team (school administrators, school counselor, attendance clerk, family & community engagement clerk)

- Daily and weekly analysis of attendance data
- Daily and weekly analysis of student engagement data
- Virtual Shoutouts for positive recognition

Methods for engaging new student enrollees (school administrators, teachers, office staff)

- School office sends immediate email to teacher notifying of new student and start date
- Families/Students check out Chromebooks from school
- Cheat Sheet for logging on
- Welcome brochures
- Welcome letter for families
- Tutorials/ ScreenCastify videos (accessible on social media, website, Google Classrooms, ClassDojo)

Schoolwide methods for outreach and engagement (school administrators, school counselor, attendance clerk, family & community engagement clerk)

- Virtual After-School Clubs
- Extended Learning Program, at applicable schools per grant funding
- Google Classroom as a resource for families
- District-wide Virtual Spirit Days
- Counselors connecting to support student engagement with Social-emotional Learning (SEL), Spirit Days, etc.

- Emails, communication platforms (Dojo, Seesaw, Remind. Etc.)
- Direct phone calls with families and robocalls
- Virtual family activities
- Virtual "Pastries with the Principal" parent/guardian meetings
- Providing support for tech issues, District Tech Hotline, identifying families that need hot spots
- Home visits

All TIER 1 engagement communications and outreach will be conducted in English and Spanish. All District communications on the District website can be translated into 108 languages via the Google application on the website.

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TIER 2 Strategic actions for student and family engagement:

Teacher methods for outreach and engagement (teachers)

- Morning Meeting time to check-in and support SEL habits, review work or expectations for the day, build relationships, etc.
- Family communications platforms
- Google Classroom/ Email
- Personal phone calls (guiding families through technology, assignments, organizing)
- Asking families to come to pick up supplies on a teacher material pick up schedule, come in for tech support during designated times

Methods for teacher monitoring of student engagement (teachers)

- Teachers using Google Classroom, Clever Analytics, and Aeries to monitor daily and weekly student engagement
- Reviewing Google Classroom Assignments daily and providing feedback and grading
- Offering students and families scheduled small group and/or one-on-one support during teacher office hours

Site administrator methods for monitoring class student engagement records (school administrators)

- Administrator weekly class check-in as a "Special Guest"
- Direct one-on-one check-ins with students
- Administrator use of Clever Analytics, Google LittleSIS, and Aeries weekly to monitor student engagement
- Checking in to classroom Google Meets and providing teacher feedback with use of DigiCoach
- Reviewing and monitoring Google Classrooms

All TIER 2 engagement communications and outreach will be conducted in English and Spanish. All District communications on the District website can be translated into 108 languages via the Google application on the website.

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TIER 3 Strategic actions for student and family re-engagement:

For students in the Romoland School District who are absent from distance learning for more than 3 school days or 60 percent of the instructional days in a school week, not meeting the compulsory education requirements, or if the student is determined to not be engaging in instruction and at risk of learning loss, the following strategies will be engaged:

Teacher methods for re-engagement outreach for students and families who are disengaged (teachers)

- Virtual meets with teachers, families, students, admin team etc. (Mentorship Program)
- Surveying families to see what their needs are, what their interests are
- Develop Personalized Learning Plans for students that need modifications and or accommodations in order to support their access and completion of academics
- Use of teacher office hours to make personal phone calls to families

Schoolwide weekly methods for re-engagement outreach for students and families who are disengaged (school administrators, school counselors, office staff, classified support staff)

- Mass-communication system messages (emails, phone calls, robocalls, text messages)
- Individual outreach phone calls
- Counselor outreach, one-one-one support, small group sessions
- Mental Health therapist support, one-on-one sessions
- Home visits
- Connect families to resources through the District School Engagement/Foster Youth Liaison
- Connect families to resources through the District Community Resources webpage list of community agencies

Technology Connectivity:

Students and their families need internet access and training on utilizing online learning platforms to participate in virtual learning. School site staff will identify students with connectivity issues and determine whether students have access and equipment. They will evaluate whether there are resources to address gaps. For students who cannot connect even with a district issued Chromebook and hotspot, alternative methods with paper assignments and teacher phone calls will be employed.

The District's established Attendance Multi-tiered System of Support (MTSS) will be engaged to address truancy and chronic absenteeism for on-campus learning and in distance learning, as applicable. The MTSS includes many strategic actions and interventions, as noted above, to provide support and resources for students and their families to improve student attendance and engagement. The District contracts with Attention 2 Attendance (A2A) to support attendance data monitoring and parent/guardian letter notifications of truancy and chronic absenteeism.

All TIER 3 re-engagement communications and outreach will be conducted in English and Spanish or a parent's/guardian's primary language if not English or Spanish. All District communications on the District website can be translated into 108 languages via the Google application on the website.

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 Romoland School District Nutrition Services team is committed to providing nourishing school meals and snacks to our students in order to support student academic success and promote healthful eating habits in both in-person and distance learning instruction. In support of all students beginning the academic year in distance learning model, our meal service plan will consist of four school sites serving as meal distribution locations for families. Families will receive meals via curbside pickup in order to minimize contact, and families can pick up meals from any of our four service locations.

Meal service is available for students each weekday, and it includes four meals: breakfast, lunch, snack, and supper. Meals are served Monday through Friday, 12:00pm-2:00pm. Breakfast is included for the next day (i.e. Tuesday's breakfast is given with the meal pack on Monday). Breakfast, lunch, snack, and supper meals are provided free of charge to all children under age 18. Weekend meal service of breakfast and lunch is also available free of charge for all children under age 18. Children do not need to be present for meals to be picked up. This program is in effect through December 31, 2020 per federal and state legislation, and can be applied in the virtual, hybrid, and traditional instructional models.

If legislation for the meal service program is not extended past December 31, 2020, then the meal service program would shift to serving only Romoland School District students. Meals would be provided free of charge to students who are eligible for the free or reduced-price meal program. Students who do not qualify for free meals would need to pay for lunch meals at a cost of \$2.75 per student.

Families are notified of meal service information and schedules via the following communication channels: Peachjar digital flyers, school and district websites, social media platforms (Facebook, Twitter, Instagram), emails, robo-calls, and text messages.

Romoland School District staff will take the following health and safety precautions while serving meals:

- prepacked meal bundle,
- curbside pick-up,
- the wearing of mask and gloves,
- cleaning protocols,
- physical distancing, and
- location markers to limit physical contact with staff.

Once schools resume in-person instruction, meal service on school campuses will be served with safety measures in place for on-campus dining that include: disinfected table surfaces, cohort seating, distancing with cohort seating, hand-cleansing protocols, and grab-and-go

lunch service distribution. Students participating in the hybrid instructional model will get their lunch meal as they are exiting campus during their on-campus days. Curbside pick-up lunch distribution will continue for the virtual and hybrid (off-campus days) models.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Full-time counselors at school sites	724,830.00	Yes
Mental Health and Social and Emotional Well-Being	Two full-time school based mental health therapists to support students in need of services	241,391.00	Yes
Mental Health and Social and Emotional Well-Being	Addition of CareSolace service for connecting students and their families to mental health specialists and doctors	9,000.00	Yes
Pupil Engagement and Outreach	Attention to Attendance service	20,000	No
Stakeholder Engagement	Aeries new student information system and parent portal	60,000.00	Yes
Stakeholder Engagement	Parent/Guardian classes (consultant contracts)	10,000.00	Yes
Stakeholder Engagement	Parent/Guardian outreach and engagement activities	8,000.00	Yes

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Parent/guardian workshops for parents/guardians of English learner students	2,500.00	Yes
In-Person Instructional Offerings	Annual instructional technology allocation to maintain 1:1 (grades 3-8) and 2:1 (grades K-2) technology device standard	679,500.00	No
In-Person Instructional Offerings	Instructional technology staff to maintain district standard	213,672.00	No
Stakeholder Engagement	Peachjar digital flyer and letter distribution	2,500.00	No
In-Person Instructional Offerings	Cultural proficiency staff professional development	25,000.00	Yes
Mental Health and Social and Emotional Well-Being	Middle school Student Advisor position	135,802	Yes
Stakeholder Engagement	Translation services	20,000.00	No
Stakeholder Engagement	Parent/Community Communications Coordinator position	113,448	Yes
Stakeholder Engagement	School site Parent/Community Engagement Clerks	118,664.00	Yes
Pupil Engagement and Outreach	Licensed Vocational Nurses (LVNs) at school sites	62,880.00	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
23.15%	7,614,698.00

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.]

Provided a 4-week summer virtual learning program and offer it to all students in the district, Summer 2020--It is recognized that our foster youth, English learners, and low-income students, which together comprise seventy-five percent of our student population, could be student groups most impacted with negative academic consequences by the sudden closure of schools in March, 2020. The District summer learning program usually is a by-invitation-only summer program based on a student's demonstrated academic need per district assessment data. To ensure all students in the foster youth, English learner, and low-income student groups would have access to summer school, the summer learning program was open enrollment for all students in the district.

Increase of technology devices to ensure 1:1 student-device ratio--It is recognized that our foster youth, English learners, and low-income students could be student groups with the least amount of access to technology devices in their dwellings. To ensure all students in the foster youth, English learner, and low-income student groups would have access to a district-provided technology device, technology devices were purchased to ensure a 1:1 student-device ratio across all grade levels.

Increase of wifi hotspots to ensure connectivity access--It is recognized that our foster youth, English learners, and low-income students could be student groups with the least amount of wifi access in their dwellings. To ensure all students in the foster youth, English learner, and low-income student groups would have access to wifi, hotspots were purchased for check-out to any student in need.

Addition of Nearpod to support instructional engagement and progress monitoring of student learning--It is recognized that our foster youth, English learners, and low-income students could be student groups in need of support with instructional engagement in the virtual classroom environment. To ensure all students in the foster youth, English learner, and low-income student groups have access to engaging academic content across all subject areas, Nearpod was purchased to support teachers with instruction and students with engagement and learning.

Provide a 4-hour professional development to all teachers for Virtual Teaching and Learning training--For foster youth, English learners, and low-income students to receive quality virtual instruction, it was important for all teachers to engage in professional development about

providing instruction in a virtual environment since all teachers have foster youth, English Learners, and/or low-income students in their classes.

Addition of virtual tutoring service for students to address learning loss and provide ongoing instructional support--It is recognized that our foster youth, English learners, and low-income students could be student groups with greatest amount of academic gaps, the least amount of home learning support, and limited access to personal tutors. To ensure all students in the foster youth, English learner, and low-income student groups have access to personalized academic tutoring, this service is accessible to all students.

Use of Google LittleSIS and Clever Diagnostics for teachers and site administrators to monitor student engagement--It is recognized that foster youth, English learners, and low-income students are present in all classrooms across the District. To ensure the monitoring of student engagement in all classes, teachers and school administrators are using Google LittleSIS and Clever Diagnostics to monitor student engagement daily and weekly.

Addition of PushPlay licenses and resources for virtual elementary school physical education (PE) lessons--For foster youth, English learners, and low-income students to receive robust virtual physical education programming, it is necessary for all elementary students to receive it. All elementary students receive access to a fully credentialed PE teacher who offers grade level standards-based PE lessons.

Addition of CareSolace mental health referral service--It is recognized that our foster youth, English learners, and low-income students could be student groups with the least amount of access to affordable mental health care and insurance coverage for such services. Thus, the decision was made to add CareSolace as a service accessible to any student in need.

Special education instructional assistant professional development--Within the special education student group are students who are also foster youth, English learners, and/or low-income. Thus, providing professional development to instructional assistants on the topic of virtual instructional methods positively impacts outcomes for foster youth, English learners, and low-income students.

Aeries Parent Portal--It is recognized that our foster youth, English learners, and low-income students are student groups in need of strong school-home partnership and communication. To ensure parents/guardians of foster youth, English learner, and low-income student have access to a user-friendly school-home communication tool for accessing student academic, attendance, and behavior information, the Aeries Parent Portal was added this school year.

Staff duties reconfigured to connect with students and families that are not engaging in online instruction-- It is recognized that our foster youth, English learners, and low-income students are at-risk for disengagement in the virtual learning environment. Some classified support staff will be shifting their work duties and conducting re-engagement outreach strategies with students who become disengaged from virtual learning.

Teacher office hours 4 days per week.--It is recognized that our foster youth, English learners, and low-income students could be student groups in need of personalized instructional support in the virtual classroom environment. To ensure all students in the foster youth, English learner, and low-income student groups have access to their teachers to receive personalized support, teachers are offering office hour sessions multiple times each week so students can make appointments with the teacher or log on to chat with the teacher via Google Meet to ask questions, receive feedback, or receive personalized instruction.

Elementary School-based initiatives: The Leader in Me or Advancement Via Individual Determination (AVID)--To ensure socio-economically disadvantaged students and English learner students have access to preparation for college and career, the elementary schools implement either The Leader in Me or AVID Elementary

Middle School AVID program, including AVID Excel for English Learners--To ensure socio-economically disadvantaged students and English learner students have access to preparation for college and career, the middle school implements AVID schoolwide program, AVID electives, and AVID Excel elective.

Middle School elective program and 7-period day guaranteeing all students have access to an elective--To ensure English Learner students have access to an elective in addition to their English language Development class and schedule of core curriculum classes, the middle school offers a 7-period day with a wide range of elective offerings, including visual and performing arts (VAPA), science- technology-engineering-math (STEM), and languages other than English (LOTE) courses.

Parent/guardian workshops, consultant contract for virtual classes--It is recognized that our foster youth, English learners, and low-income students are student groups in need of strong school-home partnership and communication. To ensure parents/guardians of foster youth, English learner, and low-income student have access to virtual workshops and trainings, consultants will be engaged to offer a series of quality parent/guardian education sessions on a variety of topics, including, but not limited to: mental health, parenting strategies, and home-based learning activities.

Document cameras for teachers to teach in the virtual learning environment--It is recognized that our foster youth, English learners, and low-income students could be student groups in need of support with instructional engagement in the virtual classroom environment. To ensure all students in the foster youth, English learner, and low-income student groups have access to engaging visual lessons, document cameras will be provided for all classrooms.

Chromebook service contract extended to handle the increased volume of Chromebook service and repairs due to virtual learning environment--It is recognized that our foster youth, English learners, and low-income students could be student groups with the least amount of access to technology devices in their dwellings. To ensure all students in the foster youth, English learner, and low-income student groups would have access to a district-provided technology device, technology devices were purchased to ensure a 1:1 student-device ratio across all grade levels. This increase in devices and increase in student use due to virtual learning environments has increased technician support for repairs of Chromebooks.

Special education instructional materials needed for the virtual learning environment--Within the special education student group are students who are also foster youth, English learners, and/or low-income. Thus, providing instructional materials to teachers and students for the virtual learning environment positively impacts outcomes for foster youth, English learners, and low-income students.

Special education department training to prepare for virtual learning environment--Within the special education student group are students who are also foster youth, English learners, and/or low-income. Thus, providing professional development to special education teachers and administrators on the topic of virtual instructional methods and virtual IEP meetings positively impacts outcomes for foster youth, English learners, and low-income students.

All elementary teachers provided with regular professional learning community (PLC) collaboration time to analyze student data and develop plans to address pupil learning loss. It is recognized that our foster youth, English learners, and low-income students could be student groups with greatest amount of academic gaps and the least amount of home learning support. All teachers have foster youth, English learners, and low-income students in their classes; thus, all teachers are provided PLC time to collaborate on effective strategies for meeting students' learning needs.

School Engagement/Foster Youth Liaison--The Liaison provides outreach, support, and resources to foster youth and their families/caregivers as well as other students and families in need, such as homeless and low-income students.

Foster student and family outreach, services, and supplies--Supplies and resources are provided for foster youth students and their families/caregivers.

Homeless student and family outreach, services, and supplies--Our homeless youth students are part of the low-income student demographic group. Supplies and resources are provided for homeless youth students and their families.

Immigrant students and family outreach, services, and supplies--The majority of our immigrant students are part of the English learner student demographic group. Supplies and resources are provided for immigrant students and their families.

Chronic absentee student and family outreach, services, and supplies--Supplies and resources are provided for students that exhibit chronic absenteeism in an effort to improve their school attendance. Many of our chronic absentee students are in the low-income student demographic group.

After school and Saturday extended learning sessions--It is recognized that our foster youth, English learners, and low-income students could be student groups with greatest amount of academic gaps, the least amount of home learning support, and limited access to personal tutors. To ensure all students in the foster youth, English learner, and low-income student groups have access to additional instructional support, after school and Saturday extended learning sessions will be offered.

Full-time school counselors at school sites--It is recognized that our foster youth, English learners, and low-income students could be student groups with the least amount of access to academic, college-ready, and social-emotional counseling. Thus, each school has a full time school counselor (two school counselors at the middle school).

Two full-time school based mental health therapists to support students in need of services--It is recognized that our foster youth, English learners, and low-income students could be student groups with the least amount of access to affordable mental health care and insurance coverage for such services. Thus, the decision was made to have two full-time schools-based mental health therapists available as a service accessible to any student in need of mental health therapy.

Parent/guardian outreach and engagement activities--It is recognized that our foster youth, English learners, and low-income students could be student groups whose parents/guardians work multiple shifts and have difficulty participating in parent/guardian engagement activities, so the District and each school conducts parent/guardian outreach and engagement activities offered at multiple times and through various platforms, including virtual meetings, workshops, and conferences. On-demand video sessions are also being developed and offered.

Parent/guardian workshops for parents/guardians of English learner students--Family education workshops, including PIQE at the middle school, are provided for parents/guardians of English learners. Parent/guardian workshops are offered in English and Spanish.

Cultural proficiency staff professional development--It is recognized that all our staff serve students who are foster youth, English learners, and/or low-income. Thus, all staff have received cultural proficiency professional development to best learn how to meet the needs of students and their families. All newly-hired staff members are required to attend cultural proficiency staff development.

Middle School Student Advisor position--It is recognized that our foster youth, English learners, and low-income students could be student groups with the least amount of access to academic, college-ready, and attendance support. Thus, the middle school has a Student Advisor position to support students with positive attendance and academic achievement.

Parent/Community Communications Coordinator position--It is recognized that our foster youth, English learners, and low-income students could be student groups whose parents/guardians work multiple shifts and have busy schedules, so to keep them informed with current information the District provides communication via multiple platforms (website, email, robo-calls, text message, Peachjar) and always in

English and Spanish. The Coordinator keeps the District and school websites current, and the websites can be translated into 108 language via Google.

School Site Parent/Community Engagement Clerks--It is recognized that our foster youth, English learners, and low-income students could be student groups whose parents/guardians work multiple shifts and have busy schedules, so to keep them informed with current information the District provides communication via multiple platforms (website, email, robo-calls, text message, Peachjar) and employs a School Site Parent/Community Engagement Clerk at each school to provide parents/guardians with information and outreach and be a resource/support.

Licensed Vocational Nurses (LVNs) at school sites--It is recognized that our foster youth, English learners, and low-income students could be student groups with the least amount of access to affordable health care. Thus, the district has 4 LVNs available for school sites in addition to two health technicians and one registered nurse (RN). In total there are 7 health office staff for five schools to meet the health needs of students.

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

For the 2020-21 school year, 74% of the students are unduplicated low income, foster youth, and English learner students, and thus, all teachers, classrooms, and schools in the district serve students in one or more these student groups. Based upon the needs of the unduplicated students, most of the supplemental and concentration dollars have been budgeted to be spent in a district-wide and/or school-wide manner. The needs of the targeted student populations influence the design of programs throughout the district so that all of our students receive high levels of instruction, support, and resources. The expenditures have been allocated to improve and/or increase services for unduplicated students thereby serving all students in the district.