



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

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

Timeline of Events COVID-19 and Ripon Unified

- The first case of COVID -19 was confirmed in California on January 26th.
- The COVID-19 outbreak was declared a Public Health Emergency of International Concern on 30 January 2020.
- March 4th Governor Newsom issued a State of Emergency regarding the COVID -19.
- On March 10th, President Trump issued National guidelines to congregate in meetings less than 10 individuals at a time.
- The World Health Organization proclaimed the COVID-19 an international world pandemic on March 11th, 2020.
- Executive Order N25-20 was issued by Governor Newsom ordering all residents to practice social distancing of 6 feet apart on March 12th.
- On March 13th the County Superintendent called a meeting of all superintendents to discuss and suggest the closing of our school districts. San Joaquin County Public Health Department Dr. Maggie Parks was present.
- On March 13th the Ripon Unified School District dismissed its schools (closing physical school campuses) until after the regularly scheduled Spring break of April 14th, 2020.
- Governor Newsom called for voluntary closure of restaurants, theaters, bars and in-home self-isolation of seniors 65 and older, as well as persons at-risk due to underlying conditions on March 15th.
- March 15th President Trump issued a National Emergency as a result of the spread of COVID-19.
- Ripon Unified utilizes Emergency Plan as a basis for next steps when schools are closed.
- Ripon Unified Board met on March 17th approving Emergency Resolution 19-10.
- Ripon Unified classified staff (Custodians and Maintenance and Operations Staff) thoroughly clean and disinfect our schools.

- A mandatory order to stay at home and shelter in place was ordered on March 19th by Governor Newsom. However, workers supporting public and private childcare establishments, pre-K establishments, K-12 schools, colleges, and universities for purposes of distance learning, provision of school meals, or care and supervision of minors to support essential workforce across all sectors are considered essential workers.
- March 16th - 20th, all employees are asked to participate and complete modules of online training courses including modes and platforms for distance learning delivery.
- Ripon Unified began its Grab and Go Meal Service on March 17th as part of the subsidized Summer Seamless feeding program for students ages 2-18.
- District Staff creates and posts learning resources for families to access via the website.
- School Emergency phones are activated with two per site being answered by the principals, secretaries and bilingual assistants.
- March 20th -24th district finalizes assessment of the students without devices/ internet access.
- March 23rd teachers prepare for distance learning roll out later in the week March 26th -27th for three weeks of lessons.
- March 26th County Superintendent holds regularly scheduled Zoom call and it is collectively determined to continue to keep county school districts close until April 20th.
- District Office begins plans to work remotely practicing the shelter in place order by the Governor. District Office closes at the end of the day March 27th and all employees are working from home with the exception of the custodians, maintenance and grounds staff, Director of Maintenance, Facilities, Transportation and Safety and the Superintendent. District emergency phones are deployed to district secretaries.
- Ripon Unified extends dismissal of physical school campuses an additional four days per the new date of April 20th reopening with distance/remote learning continuing.
- State Superintendent Tony Thurmond sends letter to superintendents on March 31st recommending closing schools until the end of the school year.
- Zoom conference call held with County Superintendent and Dr. Maggie Parks for San Joaquin County Health Department.
- April 2, 2020 Prior Written Notices were mailed to parents of students with special needs to inform that shelter in place orders and social distancing orders warrant changes in the delivery of educational and related services to students and alternative education strategies are implemented during this emergency situation in accordance with IEPs and Section 504 plans as much as practicable.
- The week of Spring break April 6th -10th custodians and maintenance and operations will be off of work, but on call if needed.
- Title 1 summer program classes were cancelled.
- The Extended School Year (ESY) Program scheduled for June 1 – July 4, 2020 was held virtually and as a result experienced decreased enrollment from previous years.
- In-person Read 180 Houghton Mifflin facilitated teacher coaching postponed until school facilities reopen

Schools remained closed for the rest of 2019-2020, with teachers holding classes through live Zoom lessons and recorded lessons delivered through Class Dojo and Google Classroom. Graduations were cancelled, as were all other end of the year activities and annual field trips. There was no science camp. There were no regularly celebrated recognitions such as the pathway towards or seal of biliteracy. Grab and go lunches continued throughout and are still being offered with breakfast and lunch options. Ripon's summer program, RAP, opened for one week, but did not have enough attendance to keep it open.

Surveys and community input was gathered. The majority of Ripon community members want to see students return to school. The superintendent was asked to seek a waiver. In order to follow county and state health mandates, three levels of plans have been created.

1. Distance Learning
2. Hybrid Model
3. Traditional 5-day in-school model with additional health and safety measures in place.

Reopening Plan https://9b38e1b8-1a47-4d8b-956c-7bea82568dbe.filesusr.com/ugd/510d6c_e295e7f03fc2412787291504d35fec06.pdf

Stakeholder Engagement

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

Some of the engagement meetings included, but are not limited to...

RUDTA- Certificated Staff Union- Meetings: June 11th, June 25th, June 30th, July 24th, July 29th

CSEA- Classified Union- Meetings: June 25th, June 30th

Unrepresented District Office Staff Meetings: June 3rd, July 8th, August 19th

Ripon Unified School Board Meetings- July 15th, July 27th, which included 65 parent emails requesting opening of the school campuses for in person instruction, August 10th

Parent /Faculty Groups (PFC) Meeting: June 6th, September 9th

Reopening School Staff & Parent Meetings: June 25th and June 30th

Parents and Staff Survey Results: June 21st

City of Ripon and RUSD Joint Use Committee Meeting: June 16th

Almost Home Daycare Center: August 10th

Ripon Grace Brethren: August 11th

Ongoing administrative cabinet and leadership meetings

DELAC- May 8th, June 12th, August 4th, September 1st

Parent Advisory- Email communications March through May, Zoom September 1st

Weekly county SELPA meetings with student services directors and county assistant superintendent beginning March 20, 2020 and ongoing via Zoom

SARB team meeting held May 20 via Zoom

Meetings with itinerant related services, liaison, and special education staff held March 25, April 1, April 17, May 4, May 11, May 27, August 4, August 10, August 19, August 21 and ongoing via Zoom.

School site personnel also made phone calls to families. Information is posted on the website and updated regularly.

<https://www.riponusd.net/copy-of-parent-resources>

School site marquees share information. Bilingual paraprofessionals interpret during Zoom calls, in-person meetings and make direct phone calls to parents, students and/or community members. Documents are provided in English and Spanish. The attendance liaison would make home visits with other site personnel, if families were not responding.

All input was discussed at stakeholder meetings to consider input that could be included, or that may already be covered in plans.

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

Community members have been allowed to call in during meetings and board meetings have been streamed so anyone could listen from any location. Surveys were distributed in different formats to different groups and input was reviewed and considered. Stakeholders have participated with Zoom, being on telephone and even sending feedback through email.

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

Families and students expressed need for devices and hotspots in some cases. Priorities for reopening included temperature checks, staff training on CDC guidance and PPE. Enhanced cleaning and hand sanitizer being readily available were also high on the list. Staff listed the same priorities focused on safety. Parents asked for virtual meetings with small groups of students and frequent feedback on student progress. Staff expressed a desire to spend time on how to successfully teach in distance learning.

In 2019-20, Special education distance learning plans and logs documenting dates, services provided, outreach to all students with IEPs including specialized academic instruction, academic supports, speech, occupational therapy, counseling sessions, mental health therapy and general education inclusion with input from all providers occurred. Services were to be conducted live through on-line platforms, telephonically, and/or via distance learning packets through the 2019-20 school year by certificated personnel. The 2020-21 school year feedback from stakeholders is to provide hot-spots and technology devices for live virtual distance learning and assignments, and to measure engagement and participation for all students.

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

Devices were provided for students without access and hotspots for homes with no internet. A distance learning option was put in place for those families who will not be ready to return when restrictions are lifted and most students come back to school. Personal protective equipment has been provided including masks/shields. Other safety measures include purchases of thermometers, screens, plexiglass, disinfectant, wipes, and machine sprayers. Additional Chromebooks, hotspots and software was purchased in order to be able to effectively function while distance learning. Professional development was provided for staff better preparing them for distance learning.

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 reopening plan includes plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing and cleaning and disinfecting, to ensure physical health and safety in school facilities and vehicles. Current school day schedules are similar to the regular daily schedules.

Reopening Plan https://9b38e1b8-1a47-4d8b-956c-7bea82568dbe.filesusr.com/ugd/510d6c_e295e7f03fc2412787291504d35fec06.pdf

Regularly scheduled benchmarks and assessments are given to identify students who experience significant gaps in learning. Ripon Unified utilizes STAR 360 and Aimsweb, as well as teacher created formative and summative assessments. Through the multi-tiered system of support, students participate in intervention programs including READ 180, Math 180 and other small group work with MTSS curriculum determined by teachers based on students' needs. MTSS staff includes certificated learning center teachers and assistants. Teachers are utilizing Character Strong, Purposeful People, and PBIS strategies, as well as Restorative Circles and Restorative Justice to meet the social emotional needs of students.

Providing support for the whole child under a multi-tiered system of supports includes social emotional learning. Our programs utilize Positive Behavior interventions and Supports, Character Strong, Purposeful People and Restorative Practices.

In order to improve learning in mathematics, a Math Teacher on Special Assignment has been added.

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

Description	Total Funds	Contributing
IPI-1 (LCAP 2.1) Assessment and student monitoring programs, MTSS curriculum	194,222.00	No
IPI-2 (LCAP 2.2) Maintain MTSS staff (certificated learning center teachers, classified aides) for school year and ESY. Support with materials and supplies.	3,632,853.00	No
IPI-3 (LCAP 2.6) Positive School Culture Maintain the MTSS model at every school site that includes culture building programs such as Positive Behavior Interventions and Supports (PBIS), Character Strong and/or other social emotional learning curriculum. Continue to grow restorative circle practices at all sites.	65,000.00	No

Description	Total Funds	Contributing
Personal Protective equipment, thermometers, sneeze guards/plexiglass, sanitizer, disinfectant, machine sprayers, wipes	58,000.00	No
Math Teacher on Special Assignment	84,000	Yes

Distance Learning Program

Continuity of Instruction

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

Content is aligned to grade level standards and student challenges are equivalent to in-classroom instruction. Teachers are utilizing their adopted curriculum as well as accessing Seesaw for grades TK-5 and Google Classroom for TK-12. Seesaw has activities that are accessible by subject area, grade level and standard, all to be chosen and delivered by the teacher. The instructor may add or change activities as desired. Teachers and students interact in a variety of ways including video, audio, drawing, writing and more. Google Classroom also allows teachers to push out assignments and projects, as well as collect them. Zoom gives classes face to face contact on a daily basis.

Transitioning between in-person instruction and distance learning will be simplified because teachers are using their standards-based adopted curriculum, and because Seesaw is intended for in-class use as well.

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.]

School sites have reached out to families to see where there is need for device(s) and internet access. All families were included, but families who had challenges in the Spring were the initial focus. Emails have been sent, surveys collected and calls made. Devices have been

checked out from each site on an as needed basis. The district has received a limited number of hot spots, which have been pushed out to the sites. Sites have distributed hotspots based on need, with those having no internet access receiving priority. When technological support is needed, parents first reach out to classroom teachers. Teachers refer to site library clerks for additional support and eventually push issues forward to site principals. Principals reach out to district Instructional Technology or Software support as appropriate.

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 complete a weekly engagement log, which reflects both synchronous and asynchronous learning. Teachers track the time students participate in Zoom (synchronous learning). Data is entered by the general ed teacher, PE and music teachers, all special education certificated staff, health and mental health employees. Certificated teachers determine the value of time assignments and projects are worth for asynchronous learning. The total of synchronous and asynchronous learning is then transferred to the student information system which reports daily attendance. Engagement logs and backup lesson plans and assignments are on file for verification purposes.

Classroom teachers monitor attendance, grades and benchmark assessments. Through the Student Study Team and Student Data Review Team meetings, plans are adjusted for individual students needing additional support.

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.]

Extensive professional learning was provided over the summer by Ripon Unified staff. Teacher leaders put together sessions on Google, Study Sync, EduProtocols, Clever, Seesaw, Screencastify, Edpuzzle, GeniusScan, Kami, Wakelet, Flipgrid, Edulastic and more. These Zoom sessions were well attended and received positive feedback. The professional development sessions were recorded and could be watched by staff at anytime, for those who were unable to participate in the live sessions. In addition, on the first day back for all staff, three hours of professional development were provided and staff attended live Zoom sessions on Google, Seesaw and social emotional learning. These sessions were recorded as well.

Feedback from the start of school has been positive and the work done by all involved, contributed greatly to the smooth start.

Technological support is available in many layers. First of all, the 35 sessions of recorded professional development will continue to be available. Sites have tech cadre members and other teacher leaders who are well-versed in many applications and can offer support. Other support is provided by site principals, library clerks, district software support personnel and the IT department.

Instructional assistants and para-educators were trained in technology for virtual platforms use. Special Education staff were trained in how to conduct Individual Education Plan (IEP) meetings online and through conference calls, provide virtual services, create temporary

emergency educational plans in IEP amendments, and secure contactless signatures. Staff receives professional development in conducting assessments through virtual and alternative means and more recently, on a 1:1 in-person basis.

Various webinars are attended by the directors and superintendent.

Staff Roles and Responsibilities

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

All staff has been affected by COVID-19. District software support including student information systems, has an overwhelming amount of software to get up and running, as well as maintain. New schedules have been inputted with attached curriculum for distance learning. IT has had to manage more equipment coming in, setting it up, inventorying and distributing to sites. In addition, there are more devices to service. Human resources has had new laws to follow and implement, including changes to FMLA. Library clerks are busy supporting teachers in organizing books and materials for students, checking out devices and providing IT support when possible. General and special education teachers, as well as assistants, and psychologists have had to adjust methods for assessing students. Food service has created an entire new system for finding out who would like to pick up breakfast and lunch, preparing food to go, and arranging staff to be available to present bagged breakfast/lunch to those students coming for pick up. Bus drivers have participated in delivering meals to students on distance learning, and have made phone calls helping to get information to parents who have been challenging to reach. Custodial staff has been inundated with new cleaning procedures and installing items such as sneeze guards, in addition to distributing PPE. Yard duties may provide outside breaks for children working in their parents' classrooms or work with RAP to assist students in distance learning. Campus supervisors may help remind staff to social distance, distribute PPE or assist with sanitizing needs. A math TOSA was added this year to support struggling students at the Title I schools. Due to distance learning, the TOSA is pushing into Zoom sessions and will be providing small group instruction, lesson modeling and eventually, coaching for teachers.

Administrators have had to follow new and constantly changing state and county guidelines, take stakeholder input and create many plans and protocols for a variety of potential circumstances. Information is constantly communicated with all stakeholders.

Teachers and instructional assistants may provide breakout sessions in Zoom, including small group or 1:1 academic support. Staff has been trained in several social emotional programs including Character Strong, Purposeful People, Restorative Circles and Restorative Justice. Staff is to include such strategies on a regular basis.

Instructional assistants and client-specific aides support small groups and individual students in class or in a concurrent break-out room while teacher simultaneously provides live virtual classroom instruction. Staff has needed to share teaching schedules across the district in order to enable push-in and pull-out programs via distance learning. The Student Services Director supported with creating weekly engagement log iterations and providing training. The Curriculum Director supported in the development of instructional minute schedules. The Chief Operations Officer supported by communicating with district auditors and creating budget scenarios.

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.]

Family liaison reached out to all foster and homeless students' families to build relationships, learn of and remove obstacles to education. Home visits to families with focuses on but not limited to engagement, address verification, student welfare checks, signatures, and delivery of supplies are made with use of appropriate PPE. Distribution of hotspots and technology devices is prioritized for students with special needs and unduplicated student groups. The Program Specialist provides additional support to the attendance/homeless liaison and program. Monitoring of foster youth and homeless students is ongoing. Additional interpretation services are provided for English learner parents and students. Occupational therapy equipment has been loaned to families of students for in-home use as needed. Special education providers offer varied types of services and minutes of services in accordance with existing IEPs as much as possible through virtual means. Each student with an IEP is provided with a temporary emergency educational plan, written into the notes of their amendments in the fall of 2020, enacted for emergencies involving the prevention of in-person instruction of greater than ten consecutive school days, at this time due to the COVID-19 pandemic. The temporary emergency educational plan does not constitute a change to the District's offer of Free and Appropriate Public Education (FAPE). It does ensure that the IEP will be implemented by alternative means to the greatest extent possible during the emergency. Upon return to the school facility for instruction when permitted once the emergency ends, special education, instruction, supports, services will revert to the operative IEP. The temporary emergency educational plan may consist of but is not limited to specification of the number of general education and special education minutes per day, type(s) of services, frequency, delivery method, synchronous and asynchronous provisions, addressing goals, intensive services, and parent/teacher communication.

Student goals are monitored and students are supported toward goal attainment by their case managers and service providers. Progress reports on goals are distributed by mail to parents trimesterly for TK-8, and quarterly for grades 9-12. Students' case managers and related providers document the number of minutes provided via synchronous, asynchronous and office hours on the Weekly Student Engagement log. The special education and related service instruction contributes to the total number of minutes required for students during distance learning. Content aligned to grade level standards and student present levels are expected. In-person 1:1 special education assessments are permitted. The assessor provides the parent with a district letter entitled In-Person Special Education Assessments that explains safety precaution procedures and protocols for 1:1 in-person assessment. The assessor prescreens the participant through a questionnaire to ensure the person to be assessed is not symptomatic and has not had contact with someone who is experiencing or diagnosed with COVID. Parents and assessors have the option to reschedule the assessment appointment or to conduct the assessment through distance methods. A DocuSign subscription was purchased for digital signing in virtual meetings.

Additional English Language Development materials have been provided for the high school level, including online access to Language Launch and Writeable. In addition to regularly scheduled designated ELD Time, bilingual paraprofessionals push-in to Zoom classes and are available for 1:1 or small group support.

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

Description	Total Funds	Contributing
Technology and accessories for distance learning including but not limited to: goggles, mics, monitors, tripods, etc.	36,000.00	No
DLP-1 Additional devices and hotspots purchased.	73,000.00	Yes
DLP-2 Additional ELD curriculum for the high schools, including online access to Language Launch and Writeable.	10,956.58	Yes
DLP-3 Additional online apps for distance learning access including Zoom, Sight Reading Factory and Smart Music.	17,000.00	No
DLP-4 Additional online apps for distance learning access including Seesaw and more.	7,707.00	Yes
DLP-5 Program Specialist	117,000	Yes
DLP-6 IT space to support additional devices and maintenance	72,000.00	No
DLP-7 UltamateSLP.com virtual platform subscription for Speech-Language Pathologist team teletherapy services	875.00	No
DLP-8 DocuSign Subscription for special education case managers and related providers	5,000.00	No

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.]

Students will continue to be assessed upon return to the new school year 2020-2021 through district wide benchmarks in both ELA and math using STAR in grades 2-8 and a modified version of Aimsweb in grades TK-1. Those benchmarks will be compared to the 2nd trimester benchmarks given in school year 2019-2020. Benchmark scores will be compared against grade level standards to determine level of learning loss and the need for response to intervention programs (RTI). Benchmarks will be given throughout the school year based on the district assessment schedule. In the area of ELD, the summative ELPAC testing was done prior to COVID. Scores have been uploaded and made available to teaching staff. Students will be engaged in designated ELD for 30 minutes daily based on their ELPAC scores and ELD standards. District ELD checklists will be completed each trimester to monitor student progress and evidence will be uploaded to Ellevation (online ELD program). High school will monitor student progress within current classroom coursework by their general ed teacher, school counselors, ELD instructors (if in this class) and special ed department (if student has an IEP).

In English language arts and English language development (ELD), teachers use end of unit curriculum assessments, teacher created assessments and department benchmarks each semester. Benchmarks are created from Edulastic within departments. Data analysis is powerful. ELD students also participate in ELPAC testing. Math uses teacher written and common assessments in course-alikes.

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.]

Students scoring below the 25th percentile in ELA in all grades TK-8 may have access to RTI programs which includes an alternative reading program (READ 180) in grades 4-12. The general ed teacher will provide small group instruction along with support by the learning center. Students scoring below the 25th percentile in Math in grades TK – 8th will have access to intervention targeting deficit skills in small groups within the general classroom and/ or support by the learning center.* In high school, students will be monitored through grades and work quality. Intervention for grades 9-12 will be the general ed teacher, school academic counselors and support staff. The RTI system necessitates use of the assessment and student monitoring programs and MTSS curriculum.

ELD students in all grades TK-12 will receive designated ELD for 30 minutes daily provided by their classroom teacher and supported by bilingual paraprofessionals. Additional push-in time is provided by bilingual paraprofessionals. Bilingual liaisons reach out to families offering assistance and making additional connections where possible. After school homework help has been provided for English learners for several years.

Low-income pupils, foster youth and homelessness will have access to RTI programs based on their benchmark scores.* The homeless/attendance liaison monitors foster youth, homeless students and attendance issues, which can often be low income students. Home visits and phone calls are made connecting resources to get students participating.

Pupils with exceptional needs will be supported through special education. Progress monitoring will be utilized on a weekly or bi-weekly basis to monitor growth and necessary adjustments will be made to intervention programs and strategies to address learning loss and accelerate learning progress for those students receiving intervention services.

The Student Data Review Team (SDRT) will meet during scheduled times to discuss and review student supports. Student Study Teams meetings are held virtually. Section 504 team meetings and IEP meetings serve as additional forums for discussion on mitigating learning loss. Students assessed via records review may also be assessed 1:1 to garner a baseline. Rigorously appropriate yet attainable goals will be developed and progress will be measured and monitored through samples and data.

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.]

To measure the effectiveness of our intervention programs, each school site will continuously administer and analyze benchmark and progress monitoring data. Benchmarks will be administered 3-4 times per year to move students within intervention programs or exit students out of programs if goals are met. Progress monitoring of students within our intervention programs will be done weekly and/or bi-weekly. Two times a year each school site participates in Student Data review teams to discuss student concerns and look at other school services that may need to be provided or supports that may need to be increased. In addition, schools utilize student success teams to discuss with families areas of concern and brainstorm ideas for next steps. Lastly, teacher observations, student work samples, data and other anecdotal records are documented in order to make appropriate recommendations to support student growth.

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

Description	Total Funds	Contributing
Please refer to Continuity of Learning, IPI-1 (LCAP 2.1) Assessment and student monitoring programs, MTSS curriculum	Expense for this action is included in action IPI-1.	No

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.]

Social-emotional resources, activities and training are provided to all certificated personnel. One full-time licensed marriage and family therapist (MFT)/mental health specialist, two mental health fieldwork trainees, one MFT trainee, four full-time psychologists and three full-time high school counselors are supporting the mental health and social and emotional well-being of staff and students. The school district nurse and health staff are available to hear concerns and take appropriate action. Referrals are made to community organizations or medical clinics to further assist with concerns. The district providers document their interactions and outreach efforts. The family liaison contributes by supporting families in need, connecting families to resources, and refers cases when needed to appropriate personnel. The family liaison and a SARB community member are participating in Parent Project classes that enable them to become Parent Project instructors to further support parents and students who are experiencing difficulties in parenting strategies and regular attendance.

Professional development includes the Social emotional presentation on the day teachers returned to school and ongoing professional learning at sites by previously trained staff in Character Strong and Purposeful People.

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.]

Educators document daily participation and engagement for each pupil during distance learning through a weekly student engagement record. The percentage of participation is measured according to the teacher's time value of synchronous and asynchronous learning. 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 staff and pupils or parents/guardians. Synchronous (real time) and asynchronous instructional minutes both count toward participation in the instructional day. A minimum number of minutes of instruction must be offered to every student according to grade levels per SB98: Grades K – 3: 230 min./day, Grades 4 – 12: 240 min./day, Continuation High School: 180 min./day; the number of minutes of instruction per day may exceed this minimum. Positive attendance is inputted into the student information system (SIS) if the student participated in instruction, and an absence is inputted in the SIS if the student did not participate in instruction. If a student makes up work, the attendance in the SIS is updated. The SIS will generate a truancy letter if the student has three or more full day unexcused absences, which is one way of prompting a meeting with the administrator, counselor, or family liaison to promote re-engagement. If there is a reason for the absence including but not limited to doctor's note, illness, lack of connectivity, death in the family, faulty technology equipment, or other issue outside the student's control, the absence will be excused. Attendance/participation on the

weekly engagement log is tracked by mode of instruction (i.e. synchronous with peers, asynchronous, individual synchronous) per certificated contact. Teachers, administrators and support staff compare absences across different modes and times of instruction to gain insights into what might be affecting attendance and participation. Moreover, the engagement log is populated according to percent of student participation that tabulates daily and weekly. If a student misses more than three school days or more than 60 percent of instructional time in a week, a tiered approach to re-engagement is taken that includes office staff verifying contact and enrollment information, notification to parents/guardians of absences, teacher enhancing outreach to learn of pupil needs, connection with counselors, educational services liaison, home visit student welfare check, school administrator outreach, re-engagement strategies through restorative practices, academic or mental health intervention, health and social services involvement, sharing concerns and brainstorming with the site student support team, enacting child find for potential special services, and unearthing the barriers through student attendance review team. A restorative approach is conducive to re-engagement rather an approach that may be perceived as punitive.

Outreach to parents/guardians shall be documented on the student engagement log and shall occur in multiple ways, including telephone, email, letter, and in-person with social distancing and PPE protocols. Bilingual staff, including teachers, secretaries and administrators meet with and/or call families to have conversations in the families' first language. Documents are provided in Spanish, as well as English. Factors to consider and support re-engagement are equity, Internet connectivity, technology devices, mental health, medical issues, lack of connectedness to school staff, peer relationships, English language acquisition level, ethnicity, foster, homeless, family dynamics, disability, and socioeconomic status. Once barriers to learning are revealed through staff outreach and discussion, supports specific to the situation may be provided. Services for students may be increased or enhanced to contribute toward re-engagement. If challenging behaviors are occurring in the home and the parent would like support, parents may be invited to participate in the Parent Project, to help learn constructive strategies to promote positive behavior. Should a district-issued technology device malfunction, instructional technology staff can engage in trouble-shooting. If connectivity is compromised, a hotspot may be provided in the home. If there is no technology in the home, a device can be loaned to student to access virtual education.

If student participation drops below 60% or has missed 60% of assignments or is absent for 3 or more days as documented on the engagement log, the teacher reaches out to parent and documents attempts on weekly engagement log. If parent is unable to be reached by teacher, teacher notifies front office staff and principal. Office staff confirms parent contact and enrollment. Principal attempts outreach to parent via email, phone, and/or virtual platform. If unable to be reached by principal, enact SST, family liaison support. Home visit(s) may be conducted. Bilingual staff may participate in home visits. Discussions uncover barriers and steps to remove barriers are enacted. Additional support may be needed and provided in the area of interventions, equipment and services.

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.]

Ripon Unified School District currently operates under the School Breakfast Program and National School Lunch Program. These programs are federally funded programs that assist schools and other agencies in providing nutritious meals to all enrolled children at reasonable prices. Ripon USD is currently operating under waivers that provide flexibility with our changing times. These waivers include a meal time waiver to allow meals to be served to kids outside of traditional times; the non-congregate feeding waiver which allow drive through grab and go meals to support social distancing, and a Parent/ Guardian meal pick up waiver which allow parents to pick up meals and bring them home to children. Meals are provided at a free or reduced rate to students whose family qualify for those benefits. As school food service operations transition from serving meals during unanticipated school closure to distance learning, meal times have been adjusted to suit the district's community needs. At this meal time, students are offered both breakfast and lunch grab and go meals for consumption at home. Furthermore, Nutritional Services has partnered with Transportation to bus out meals to farther locations where students are not able to access school meal distribution sites. Meal opportunities are communicated with students and families via email and district website. As we transition to different learning models – in person instruction and distance learning, we plan to adjust our meal times and distribution methods to ensure safety for our students and staff.

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	Two additional mental health interns have been added to assist in the additional social emotional needs of students during distance learning.	0.00	Yes
Mental Health and Social and Emotional Well-Being	LMFT intern to support the increasing amount of mental health needs due to trauma as a result of COVID-19. Many students with needs include those from unduplicated student groups.	35,000.00	Yes
Pupil Engagement and Outreach	Parent Project virtual training for family liaison and SARB community member in order to provide online classes for parents to promote student engagement, participation and positive attendance.	1,200.00	No

Section	Description	Total Funds	Contributing

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
7.15%	\$2,029,179

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.]

Analyzing results of learning as well as engagement, and looking at stakeholder input, we concluded that student and staff expectations needed to be outlined, and social emotional needs needed more attention. Please refer to the Reopening Plan. Two additional mental health interns have been added to assist in the additional social emotional needs of students during distance learning. The interns are doing their field work in Ripon Unified. Also, an LMFT intern to support the increasing amount of mental health needs due to trauma as a result of COVID-19. District-wide is appropriate as a high number of unduplicated students are affected. This action is principally directed and effective towards meeting the districts goals for unduplicated pupils in state priority six, school climate.

Additional devices and hotspots were purchased and distributed to sites. Site principals surveyed families and considered the needs of unduplicated students and other families and distributed items based on need. This action is principally directed and effective towards meeting the districts goals for unduplicated pupils in state priority four, pupil achievement and state priority seven, "ensure access to a broad course of study."

Additional English language development curriculum for the high schools, including online access to Language Launch and Writeable was put in place. These services are principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority four, pupil achievement.

Online platforms for distance learning access including Seesaw were added. Seesaw provides allow students access to teachers through multiple means and also allows them to reply through writing, video, drawing, etc. The application makes learning more accessible for all students including unduplicated students. Activities based are standards, subject area and grade level are available as directed by teachers. This action is principally directed and effective towards meeting the districts goals for unduplicated pupils in state priority four, pupil achievement and state priority seven, "ensure access to a broad course of study."

A program specialist was added. Special programs have had additional layers of concern during distance learning. All students are assessed to determine if additional support is necessary and therefore, this action is considered district-wide. District-wide is justified because low income and English learners are at risk and many low income students receive special services. These services are principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority four, pupil achievement.

A math teacher on special assignment has been added. Schoolwide at these sites is an effective use of funds due to the numbers of unduplicated students and this action is principally directed and effective towards meeting the district's goals in state priority four, pupil achievement. These sites have the highest numbers of low-income students as well as English learners. This math expert will work with small cohorts of students, and groups of teachers, with the goal of improving both instruction and learning.

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

Supplementary materials and programs are provided as needed throughout the year. Parent outreach activities provide events to enable parents to support their students. Continued work on designated and integrated English learner development (ELD) using ELD standards to explicitly target levels during integrated time and designated time. Professional development for teachers of English learners including newcomers. Provide continually improving mentoring, monitoring and support for English learners, LTELS, ARTELS and RFEP students enabling them to access the core curriculum.